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Fall 2023

## DIPL 2101 AA/AB Ethnopolitical Landscapes

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**Ethnopolitical Landscapes (DIPL 2101 AA/AB), Fall 2023**  
**School of Diplomacy and International Relations**  
**Seton Hall University**

Instructor: Dr. Assefaw Bariagaber

Virtual Office Hours (Microsoft Teams): Tuesdays, 10:00-10:50am; Thursdays, 10:00-10:50am  
Thursdays, 6:30-7:30pm; by APPOINTMENT at other times

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### **I. Course Description**

This course surveys the politics of cultural and ethnic/national pluralism, understood in terms of the diversity in 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 examines general issues related to the rise of *politicized ethnicity* around the world. These include 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/national group solidarities will be covered briefly. Towards the end of the semester, formulas for accommodation of cultural pluralism in multi-ethnic societies will be explored.

Furthermore, the course will cover important cases in greater detail. These cases include, Quebec, Croatia and Serbia (Former Yugoslavia), "Kurdistan" (Iraq), Ukraine, Quebec (Canada), and Northern Ireland. These cases have been selected because of:

- (1) *Representativeness*: taken together, the cases are broadly representative of current ethno-nationalist currents around the world.
- (2) *Contrast*: Quebec (Canada) and South Africa, (and Northern Ireland ??) have managed issues related to their "multiculturalism" in a civil way. However, in the remaining cases – "Kurdistan," the former Yugoslavia, and Ukraine the ethnic/national conflicts have been violent, and the then prevailing cultural divide have resulted in problems of mammoth proportions.

In addition, students will have the opportunity to explore additional cases in-depth through research of different cases. The cases will be assigned to groups of three students, who together, will conduct a detailed study on the nature, evolution, causes, dynamics, actors, and attempted resolution mechanisms in each of the cases. The course concludes with student PowerPoint (PPT) presentation of research findings and submission of a term paper.

To this end, the course examines 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 increased 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 21<sup>st</sup> century.

### **II. Required Text**

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 carefully read three articles published in scholarly journals. Each is available in JSTOR or other library data sources. Selected chapters (from Kellas, J. *The Politics of Nationalism and Ethnicity* (Second Edition). New York: St. Martin's Press, 1988) will be available in the Course Blackboard.

### 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 a 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

- Instructor lectures, student presentations, video documentaries, and class discussions
- Examinations (mid-term and final)
- Research paper
- Student research PPT presentations
- 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 on the date indicated in the course outline below (25%).
2. A final examination carrying a maximum of 30 points administered on the last week of the semester (25%).
3. A PowerPoint presentation of term paper carrying a maximum of 15 points (12.5%). More information will be provided at an appropriate date.
4. A term paper carrying a maximum of 35 points (29.2%) to be handed in class on December 5, 2022. The paper will make a comprehensive study of each assigned case. Although there is no exact limit as to the number of pages, a reasonable number for an introductory course such as this is 13-15 typed and double-spaced pages, including bibliography. Further information on the research paper and its format will be provided on an appropriate date.
5. Class participation carrying a maximum of 10 points (8.3%).

**Note:** Item #4 above is a three-student-group endeavor and each student in a specific 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 let the instructor know of this, the higher the chances of a timely resolution of the problem. Otherwise, it may be too late for the instructor to intervene and help resolve the problem, and each student in the group will face the 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. 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 borderline grades.
2. Examination questions will be based on class lectures, reading assignments, documentaries, and other class activities. It is imperative that students take lecture/class notes and do all the readings and assignments.
3. 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.
4. It is important that the research paper and other assignments are completed on **time**. The instructor will have the option to deduct significant points and/or reject projects not submitted on time. Penalty for late submission increases by 5% of the total points 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.
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 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

<https://www.shu.edu/diplomacy/academic-conduct.cfm>. In addition, students may not use Artificial Intelligence (AI) tools, such as ChatGPT. Any use of AI tools will be considered plagiarism.

9. **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.

10. **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-psychological-services/index.cfm>

11. Resources for academic integrity are posted on the Course Blackboard page.

12. It is important that students maintain high class etiquette.

## VII. Course Schedule and Readings

### Week 1 (8/29)

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

Scope of the study

- What is this course all about?

- Why do we (you and I) need to study cultural pluralism?

Academic -- Liberalism and Marxism

Policy – Solutions to the “problem” – ethnic maps of the Balkans and Africa

Ethical/moral or religious?

Graduation requirements?

- Remarks on the required textbook, and other published documents

### Week 2 (9/5)

Key concepts - nation, nation-state, nationalism, *ethnie*, ethnicity, (race?)

Types of nationalism

civic and ethnic

cosmopolitanism and Ignatieff’s “lamentations”

Ethnicity and human nature – can it fully explain ethnic/national identity? Other explanations?

Remarks on term paper and groups Case and group assignment

Ethnic-related issues as reported in the media

Readings:

Ignatieff, "The Last Refuge"

Kellas, "Introduction" and Ch. 1 (pp. 11-15)

Week 3 (9/12)

The emergence of the modern nation-state in Western Europe

Nationalism in the Western World (Quebec)

Group paper Plan of Action – instruction/guidance

Ethnic-related issues as reported in the media

Readings:

Ignatieff, Ch. 4

Week 4 (9/19)

Nationalism in the former Communist states (former U.S.S.R.; former Yugoslavia, former Czechoslovakia)

**"The Breakup of Yugoslavia"** -- Documentary

Ethnic-related issues as reported in the media

Readings:

Kellas, Ch. 7

Ignatieff, Ch. 1

Week 5 (9/26)

Instructor meeting and discussion with each Student Group –20 minutes each

Readings: none

Week 6 (10/3)

Imperialism and its effects on nationalism and ethnicity in the Developing World (South Asia, Sub-Saharan Africa)

Ethnic-related issues as reported in the media

Readings:

Ignatieff, Ch. 5

Week 7 (10/10) -- **Fall Break –10/11 (no class)**

Week 8 (10/17)

Mid-term Exam – 10/18

Ethnicity -- Characteristics of ethnic groups

Nations? Identifying markers?

Readings: none

Week 9 (10/24)

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 paper.

Ethnic-related issues as reported in the media  
**"War in the Central African Republic"** -- Documentary

Readings:

Ahmed, A. 1995. 'Ethnic Cleansing': A Metaphor for Our Time? *Ethnic and Racial Studies*, 18(1): 1-25.

Week 10 (10/31)

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 (11/7)

Cultural pluralism and the politics of accommodation of diversity

Ethnic-related issues as reported in the media

Readings:

Kellas, Ch. 9.

Lijphart, A. "The Puzzle of Indian Democracy: A Consociational Interpretation," *American Political Science Review*, June 1996, 258-268.

Week 12 (11/14)

Persistent cases – Ukraine, Democratic Republic of Congo, or another)

*Documentary on DRC or another* [to be determined]

**"The 12 Causes of the Russo-Ukrainian War"** – Documentary

Ethnic-related issues as reported in the media

Readings: none

Week 13 (11/21)

Student research PPT presentation on 11/21 (in alphabetical order by case name)

Week 14 (11/28)

Student research PPT presentation on 11/28 (in alphabetical order by case name)

Week 15 (12/5)

**Group Research paper due date on 12/5**

Week 16 (12/12) – No class – Study hard for the final exam!

**Final Examination on Monday, December 18, 12:20pm-1:50pm**

### Suggested Additional 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)