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Diplomacy Syllabi

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Spring 2024

## **DIPL 6001 WB The Politics of Cultural and Ethnic Diversity in the Contemporary World**

Margarita Balmaceda Ph.D.

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# The Politics of Cultural and Ethnic Diversity in the Contemporary World

DIPL 6001WB

SPRING 2024 (last updated 1/19/2024)

## Instructor Information

Instructor: Prof. Margarita Balmaceda

Office: Room 117, McQuaid Hall

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

Email [balmacma@shu.edu](mailto: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 4<sup>th</sup> edition (the [4<sup>th</sup> edition was first published in 2010 and reprinted in 2016.] (Please see attached the cover for the 4<sup>th</sup> edition.) The book is available either new or used on Amazon.com (<https://www.amazon.com/Understanding-Ethnic-Conflict-Raymond-Taras/dp/0205742300>) (for used books click on **Other Used and New** from \$2.65 ) as well as readable in electronic libraries such as Perlego.com  
The book is also available available in the Main Reserves at the SHU library, at

Main Reserves - IN-LIBRARY USE ONLY      GN496 .T37 2016

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- Robin Cohen, *Global Diasporas* (University of Washington, 2008) It is important to use this edition, as the content in other editions differs -- Please see attached the cover.  
The book is available either new or used on [https://www.amazon.com/Global-Diasporas-Introduction-Robin-Cohen/dp/041543551X/ref=sr\\_1\\_1?crd=1XQM4JTE6P33S&keywords=%E2%80%A2+Robin+Cohen%2C+Global+Diasporas&qid=1704339097&s=books&prefix=robin+cohen%2C+global+diasporas+%2Cstripbooks%2C192&sr=1-1](https://www.amazon.com/Global-Diasporas-Introduction-Robin-Cohen/dp/041543551X/ref=sr_1_1?crd=1XQM4JTE6P33S&keywords=%E2%80%A2+Robin+Cohen%2C+Global+Diasporas&qid=1704339097&s=books&prefix=robin+cohen%2C+global+diasporas+%2Cstripbooks%2C192&sr=1-1)

**[Please note: there is a 2022 edition of the book, what is this rather difficult to get therefore I suggest you use the 2008 edition which is easier to locate and less expensive]**

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 Canvas
- Posting in the Canvas 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 Canvas, keeping up to date with the readings and submitting assignments on time
- Post to the discussion boards and, as appropriate, complete “peer reviews” on discussion posts peers. 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. **(Peer reviews are ungraded, but they are important for checking in with your colleagues from the course and exchanging notes.)**
- Email the 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 an original posting is 100-150 to 180 words (10-15 lines), maximum 200 words.
- Criteria for evaluating the originality and quality of students’ comments and grade credit expected (see Discussion Board Rubric in “Rubrics” folder in the course)

Modules (see also Course Alignment Matrix document)

Please note: The way the course is designed and the grading in Canvas set up is that each module and deadline builds on each other, so that there is the necessary contextualization, but in terms of completing the assignment, and of grading. The algorithm on the grading of the submitted materials includes, first, the deadline for the assignment, and the submission date. Therefore, modules must be completed in successive order. In particular, it is essential that the final course

paper reflects on comments and suggestions made on the previous assignments related to the paper, that is, on the Abstract (Module 6), and on the Bibliography (Module 14).

## Module 1

### Introduce Yourself Discussion Board

- Post to Canvas Discussion Board Forum
- “Types of Identity” posting on Discussion Board
  - Post to **Canvas** Discussion Board Forum
  - Use Types of Identity DB Rubric

## Module 2

- Discussion Board 1: Establishing Criteria For “What Is A Nation”: Issues and Controversies
  - Post to Canvas Discussion Board Forum
  - Use DB Rubric

## Module 3

- Discussion Board 2: Diasporas, Displaced peoples, and Territoriality
  - Post to Canvas Discussion Board Forum
  - Use DB Rubric

## Module 4

### Empires: Organization and Dynamics

- No Discussion post; Module 5 discussion will cover the readings for both Modules 4 and 5

## Module 5

### Discussion Board 3: Empires: Impact on Colonial Areas

- Post to Canvas Discussion Board Forum
- Use DB Rubric

## Module 6

- Research paper abstract
  - Use Research Paper Abstract Assignment Rubric

## Module 7

- Take-home mid-term
  - Submit within Canvas as Word document

## Module 8

- 15-minute one-on one discussion with instructor on Teams (or equivalent) video or voice link  
\*please sign up for a slot by Module 7

## Module 9

### Discussion Board 4: Alternative Means of Managing Cultural and Ethnic Diversity: Territorial Autonomy

- Post to Canvas Discussion Board Forum
- Use DB Rubric

## Module 10:

### Discussion Board 5: Alternative Means of Managing Cultural And Ethnic Diversity: Non-Territorial Autonomy and Consociationalism

- No Discussion post; Module 11 post will cover the readings for both Modules 10 and 11

## Module 11:

### Discussion: Consociationalism as a Type of Non-Territorial Autonomy (covers readings in Module 10 and Module 11)

- Post to Canvas Discussion Board Forum
- Use DB Rubric

## Module 12:

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

- Post to Canvas 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 Canvas as word document
  - Use Policies Towards Kurdish Nation as Minority Group Assignment Rubric

## Module 14

- Research Paper Bibliography Assignment
  - Submit within Canvas as word file

## Module 15 Final Research Paper

- Submit within Canvas as Word document
- Use Final Research Paper Assignment Rubric

## Grading Policies

Discussion Forums: 35% (7 @5% each)  
Take-home mid-term exam: 15%  
Abstract of research paper: 5%  
Exercise on Policies towards Kurdish nation: 5%  
Research paper bibliography: 10%  
Final course research paper: 30%

### **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. Assignments will be graded on the basis of their face value, or by late penalties would be assessed at the end of the semester. This is going to prevent a student automatically going into a fail grade.

### **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 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.

### **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](mailto: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 Canvas 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](mailto: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.