

POLS 3335A: Ethnicity and Nationalism, Fall 2019

Department of Political Science and International Studies, Georgia Southern University

Instructor Information

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Office Hours: Tuesday 2:00-3:00 pm and 5:00-6:00 pm, Thursday 2:00-3:00 pm, and by appointment
Class Location: 2226 Carroll Building
Course Time: 11:00 am - 12:15 pm (TR)

Course Overview

This course is designed to give you an overview of ethnicity and nationalism in a comparative perspective. The study of ethnicity and nationalism encompasses a wide variety of social and political phenomena including identity, language, violence, religion, class, gender and colonialism. Scholars from various disciplines, including sociology, political science, history, economics and anthropology contribute to our understanding of ethnic and national identification. Ethnic groups in almost every multi-ethnic country continue to compete with one another over issues of economic equity, political decentralization, power-sharing, language, educational policies and cultural rights. At times, the power and passion behind group solidarity based on language, religion, race, historical memories, values, territory, customs, symbols, myths and other cultural and physical attributes leads to severe political conflict. In this course we will look at the political and socio-cultural dimensions of ethnicity and nationalism.

Part I of this course focuses on the concepts and approaches in studying Ethnicity and Nationalism. In Part II, we will analyze some of the thematic approaches in connection to Ethnicity and Nationalism. Part III looks at the causes, consequences and management of nationalism and ethnic/cultural conflict in our increasingly interdependent world. Part IV focuses on understanding the nature of ethnicity and nationalism in a globalized world.

Course Objectives

By the end of the course, students will be able to:

- Understand the intrinsic link between ethnicity; nationalism and politics
- Compare ethno-political issues within and across various countries
- Demonstrate ability to think critically and to analyze and contextualize historical and political-cultural materials and concepts relevant to the study of ethnicity and nationalism
- Understand several key themes in comparative politics and apply it to the study of ethnic conflict

Course Learning Outcomes

- Students will demonstrate an understanding of key concepts, theories, and methods
- Students will explore the complex interrelationships between political, economic, social, cultural, and historical forces
- Students will develop a mastery of critical thinking skills by evaluating political developments from an observational and theoretical standpoint in their research
- Students will develop a mastery of writing skills of political phenomena by communicating their perspectives, empirical findings, interpretations and the conclusions of their research on political issues, policies, institutions, and behavior
- Students will learn to make local-global connections by understanding the values of citizenship and its beneficial consequences

Course Format

The readings largely will be drawn from the assigned textbook, although I will regularly assign short readings from journals and other books. All readings will be available online on folio. I hope that our sessions will be engaging, informative, and participatory. We will engage in a variety of activities including lectures, personal writing exercises, partner and group work, class discussions, video clips, demonstrations, problem-solving activities, and other critical thinking exercises. I value and will solicit your input on class activities both at the beginning of the semester as well as around midterm. I will make every reasonable effort to incorporate these ideas in the classroom.

Important dates

Course Add or Drop for Fall semester 2019: August 19-20. October 14 is the last day to withdraw without academic penalty; See the Policy for Limiting Individual Course Withdrawals for additional information <http://em.georgiasouthern.edu/registrar/students/withdrawal/>

Requirements

1. Attendance and Participation

Attendance and participation are worth 50 points. I expect all students to attend class regularly. On many days, we will spend a few minutes writing about various topics from the text or lecture. Occasionally, you will hand in these writings for credit. These writing activities will facilitate critical thinking and will also guide some of our discussion. Furthermore, please finish the assigned readings **by the date** they appear in the syllabus. Read critically and be prepared to comment on the readings in class. I encourage you to ask questions and make relevant comments **at any time** during class. I will excuse 3 absences during the semester. Use it wisely. If you wish to be excused for subsequent absences based on medical conditions or other emergencies please submit proper documents or talk to me earlier. Participation will also include group presentations in class, the details about this presentation will be discussed later in class. I will divided the class into five groups and assign students to these groups. To get full credit for attendance and participation, you must complete your presentation.

2. Reading Quizzes

Over the course there will be six reading quizzes based on the respective day's reading/s. Each reading quiz is worth 20 points, constituting a total of 120 points. **You will be allowed to bring the articles to class and consult them to answer questions in the reading quiz. However, no computers are allowed. You have to bring printed copies of the articles to class.**

3. Article Review

There will be one article review, where you will be reading an article on the topic of terrorism and writing a review of this paper. This article review is worth 50 points. I will assign the article for you to review and discuss the specific instructions for writing this review in class.

4. Exams

There will be three exams worth 180 points (60 points each) of your final grade. The final exam is not comprehensive (although you should expect one general question about the overall theme). The exams will consist of multiple choice, short answers, and essays. I will hand out study guides in advance of the midterm and final.

5. Group Discussions

There will be three group discussions in class. Attendance is mandatory. I will divide the class into 5 or 6 groups and assign a topic to each group in advance. The discussions will be based on these topics. Over the course each student should be participating in all these group discussions. Each group discussion is 30 points for a total of 90 points.

6. In-class assignments

There will be frequent in-class assignments based on documentaries that you watch in class and articles that you read in class. A tentative schedule for these assignments are provided in the syllabus. However, some of these assignments will be assigned on short notice. If it is announced in class, on days that you are absent, it is your duty to find out when and what assignments are due. Missing these assignments can affect your overall grade, so make sure you know about these and complete it on time. These assignments will have due dates and the general late submission policies apply to these as well. Not all of these assignments will be graded.

Grade Summary

- Attendance and Participation: 50 points
- Reading Quizzes: 120 points (20 x 6)
- Article Review: 50
- Group Discussions: 90 points (30 x 3)
- Exams: 180 points
- In-class Assignments: 30 points
- Total: 520 points

Assessment Scale

A	100-90	B	89-80	C	79-70	D	69-60	F	59 or below
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Course Policies

1. Attendance

To successfully complete this course, attendance is mandatory. Any absences, other than the three allowed absences will result in grade point deduction (5 points will be deducted for each subsequent absence). Only extreme cases of emergency and prior notice will be considered.

2. Late Papers

Papers handed in after the deadline will incur a 5 point deduction, and then an additional letter grade 10 points for each day (24 hours) it is late. If there is a problem completing an assignment on time, please contact me well in advance of the due date.

3. Student Conduct and Classroom Courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions. These distractions include: cell phones, talking during lectures (unless recognized by the instructor), reading newspapers, falling asleep, etc. If you need a cell phone for emergency purposes, leave it on vibrate. Entering and leaving are also significant sources of distraction. It is your responsibility to be on time and to stay for the entire period. In circumstances where you need to leave early, tell the instructor beforehand. Repeated disruptions of class will lead to a reduction in your final grade. Most importantly, class discussions of the issues in political science can lead to strong feelings

and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly. All members of the community are expected to communicate in a civil manner in their professional interaction at all times, both in and out of the classroom. Academic discourse, including discussion and argumentation, is to be carried out in a polite, courteous, and dignified manner that is respectful of and understanding toward both peers and professors.

Scholarly Comments

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

Unacceptable Comments

- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor's authority to maintain the integrity of the classroom environment.

4. Academic Integrity

Students are expected to uphold the Student Conduct Code as upheld by Georgia Southern University. The following list of 32 violations of the Student Conduct Code is an example of behaviors that may result in disciplinary action by the University. It is not to be regarded as all-inclusive. In the event that there arises ambiguity, inconsistency, or a need for further clarification regarding what constitutes a violation of the Student Conduct Code, the Dean of Students shall make the final determination. Any student or student organization found to be responsible for misconduct is subject to University sanctions.

Cheating

- submitting material that is not yours as part of your course performance
- using information or devices that are not allowed by the faculty
- obtaining and/or using unauthorized materials
- fabricating information, research, and/or results
- violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation
- collaborating with others on assignments without the faculty's consent
- cooperating with and/or helping another student to cheat
- demonstrating any other forms of dishonest behavior

Plagiarism

- directly quoting the words of others without using quotation marks or indented format to identify them
- using sources of information (published or unpublished) without identifying them
- paraphrasing materials or ideas without identifying the source
- unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

All members of the community recognize the necessity of being honest with themselves and with others. The integrity of the educational experience is diminished by cheating in class, plagiarizing, lying, and employing other methods of deceit. None of these should be used as a strategy to obtain a false sense of success. The need for honest relations among all members of the community is essential.

5. Disabilities

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

6. Syllabus Change

This syllabus is a guide for the course and is subject to change with advanced notice.

Tentative Course and Reading Schedule

Most readings will be drawn from Philip Spencer and Howard Wollman (Eds.). 2005. *Nations and Nationalism: A Reader*, New Jersey: Rutgers University Press, and will be referred to as the **Nationalism Reader**. There are articles from the following book as well: John Hutchinson and Anthony D. Smith (Eds.). 1996. *Ethnicity*, New York: Oxford University Press. This book will be referred to as the **Ethnicity Reader**. In addition, there will be journal articles. All the readings are available online on folio.

Introduction to the Course

Tuesday, August 20

- Overview: Discuss syllabus, class policies and semester plans

Part I. Ethnicity and Nationalism: Concepts and Approaches

1. Concepts

Thursday, August 22

- Max Weber, "The Nation", in *Economy and Society*, 921-26.
- Craig Calhoun, "Introduction", in *Nationalism*, 1-7.
- Benedict Anderson, "Imagined Communities," **Nationalism Reader**, 48-60.

Tuesday, August 27

- Anthony Smith, “Civic and Ethnic Nationalism,” **Nationalism Reader**, 177-183.
- Spencer and Wollman “Good and Bad Nationalisms,” **Nationalism Reader**, 197-217.

2. Primordialism**Thursday, August 29**

- Clifford Geertz, “Primordial Ties,” **Ethnicity Reader**, 40-45.
- Thomas Erikson, “Ethnicity, Race, Class and Nation,” **Ethnicity Reader**, 35-40.

Tuesday, September 3

- Craig Calhoun, (1997) “Kinship, Ethnicity and Categorical Identities,” in *Nationalism*, 29-48.
- Jack Eller and Reed Coughlan, “The Poverty of Primordialism,” **Ethnicity Reader**, 45-51.
- **Reading Quiz 1 (On both articles)**

3. State and Modernism**Thursday, September 5**

- Craig Calhoun, (1997) “Nation, State and Legitimacy,” in *Nationalism*, 66-83.
- Ernest Gellner, “Nationalism and Modernity,” **Nationalism Reader**, 44-47.

4. Colonialism and Partition**Tuesday, September 10**

- Partha Chatterjee, “Whose Imagined Community?,” **Nationalism Reader**. 237-247.
- Film: Gandhi (15 mins clip)

Thursday, September 12

- Short Story by Sadat Hasan Manto, “Tobak Tek Singh,” 1-10.
- Amir Jalal Zerroumi, (2015) “For French-Algerians and Algerian-French, No Place to Truly Call Home,” *The New York Times*.
- **GROUP DISCUSSION 1**

5. Constructivism**Tuesday, September 17**

- Phillip M. Brata, (2009) “Flag Display Post 9/11: A Discourse on American Nationalism,” *The Journal of American Culture*, 32(3): 232-243.
- David Foster Wallace, (2001) “9/11: The View From the Midwest,” *The Rolling Stones*, Reprinted on August 19, 2011.
- **Reading Quiz 2 (On both articles)**

Thursday, September 19

- Forst, Michael L. ”Kneeling But Still Singing: Threshold Identity, Disidentification, and Invitation in US American National Anthem Protest.” *Kaleidoscope: A Graduate Journal of Qualitative Communication Research* 16, no. 1: 2.

6. Rational Choice

Tuesday, September 24

- Ashutosh Varshney (2003), “Nationalism, Ethnic Conflict, and Rationality,” *Perspectives on Politics* 2(1): 85-99.
- Discussion and Review of Part I

Thursday, September 26

- EXAM 1

Part II. Ethnicity and Nationalism: Thematic Approaches

1. Nationalism and Patriotism

Tuesday, October 1

- Monika Kim, (2014) “The Everyday Psychology of Nationalism,” *The Atlantic*.
- ESPN Documentary on Nelson Mandela and Rugby team in South Africa
- Sasha Ingber, “He Brought Refugees Together With A Soccer Ball,” December , 2017. NPR.
- Discussion: Sports and Nationalism

NO CLASS

Thursday, October 3

- International Studies Association South (ISA-South) Conference at Memphis.

2. Ethnicity, Race and Nationalism

Tuesday, October 8

- Adolf Hitler, “Mein Kempf,” in *The Nationalism Reader*, 230-237.
- Film: Night and Fog (in class)
- Discussion

3a. Genocide

Thursday, October 10

- K. Jonasson, (1992) “What is Genocide?,” in *Genocide Watch*.
- Reyntjens, Filip, (1996) “Rwanda: genocide and beyond.” *Journal of Refugee Studies*,(9)3: 240-251.
- **Reading Quiz 3 (On both articles).**

3b. Genocide and Politicide

Tuesday, October 15

- Barbara Harff, (1992) “Recognizing Genocides and Politicides,” in *Genocide Watch*.
- Barbara Harff, (2017) “The Comparative Analysis of Mass Atrocities and Genocide.” In *RJ Rummel: An Assessment of His Many Contributions*, pp. 116-125.
- GROUP DISCUSSION 2

Thursday, October 17

- Review and Discussion on Part II.

Tuesday, October 22

- EXAM 2

Part III. Causes and Management of Ethnic Conflict

1. Causes of Ethnic Conflict

Thursday, October 24

- Donald P. Green and Rachel L Seher, (2003) "What Role does Prejudice play in Ethnic Conflict," *Annual Review of Political Science*, 6: 509-531.

Causes of Ethnic Conflict (continued)

Tuesday, October 29

- Rogers Brubaker and David Laitin, (1998) "Ethnic and Nationalist Violence," *Annual Review of Sociology*, 24: 423-52.

Thursday, October 31

- Bell-Fialkoff, Andrew, (1993) "A Brief History of Ethnic Cleansing." *Foreign Affairs* 72(3): 110-21.

Tuesday, November 5

- Documentary: Myanmar's Killing Fields

2. Ethnic Conflict in Africa and South Asia

Thursday, November 7

- Adeleye Oyeniya, (2011) "Conflict and Violence in Africa: Causes and Sources and Types," TRANSCEND Media Service.
- Clement Mweyang Aapengnuo, (2010) "Misinterpreting Ethnic Conflicts in Africa," *African Security Brief*, No. 4.
- **Reading Quiz 4 on both articles**

Tuesday, November 12

- DeVotta, Neil, (2000) "Control democracy, institutional decay, and the quest for Eelam: explaining ethnic conflict in Sri Lanka." *Pacific Affairs*: 55-76.

Thursday, November 14

- "Lethal Ethnic Riots: Lessons from India and Beyond," US Institute of Peace, Special Report 101. 2003.
Donald Horowitz and Ashutosh Varshney - on Ethnic Riots.
- **GROUP DISCUSSION 3**

3. Managing Ethnic Conflict

Tuesday, November 19

- Ashutosh Varshney, "Introduction," in *Ethnic Conflict and Civic Life*, 3-23.
- Sammy Smooha and Theodor Hanf, "Conflict-Regulation in Deeply Divided Societies," **Ethnicity Reader**, 326-333.
- **Reading Quiz 5 (on both articles)**

Thursday, November 21

- Documentary: Exodus

THANKSGIVING BREAK

November 26 29, 2019

4. Cosmopolitanism, Multiculturalism and Globalization

Tuesday, December 3

- Rogers Brubaker, (2005) "The 'Diaspora' Diaspora," *Ethnic and Racial Studies*, 28(1): 1-19.
- *Ribeiro, G. L., (2001). "What is Cosmopolitanism?," *International Encyclopedia of Social and Behavioral Sciences*. Eds. Smelser, Neil J. and Paul B. Baltes, 4, 2842-45.
- **Reading Quiz 6 (on both articles)**

5. Rethinking Nationalism

Thursday, December 5

- Michael Mann, "Has Globalization Ended the Rise of the Nation State?" in **Nationalism Reader**.
- Review and Discussion of Part III

Thursday, December 12

- **FINAL EXAM**
- 10:00 am - 12:00 pm