

## POLS 352i: Ethnicity and Nationalism, Spring 2014

Department of Political Science, Southern Illinois University, Carbondale

### Instructor Information

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Office Hours: Wednesday: 2:00-3:00 pm, Friday  
2:00-4:00 pm, and by appointment  
Class Location: Parkinson 0202  
Course Time: 3:35 - 4:50 pm

### Course Overview and Objectives

This course is designed to give you an overview of ethnicity and nationalism in 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. By the end of the course, you should have a strong understanding of ethnicity and nationalism and how we study it, and you should be prepared to take upper-division courses in this field.

### Course Format

The readings largely will be drawn from the assigned textbooks, although I will regularly assign short readings from journals and other books. 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.

### Requirements

#### 1. Required Textbooks

A. Philip Spencer and Howard Wollman (Eds.). 2005. *Nations and Nationalism: A Reader*, New Jersey: Rutgers University Press.

B. John Hutchinson and Anthony D. Smith (Eds.). 1996. *Ethnicity*, New York: Oxford University Press.

The books are available at the campus book store and online. Alternatively, you can get the books from the SIU Library/(I-Share). In order to allow for shipping time, I have posted all of the first week's readings on DesiretoLearn website. After the first week, I expect you to have the books and bring them with you to class. In case you have problems let me know earlier.

## 2. Attendance and Participation

Attendance and participation are worth 15% of your grade. 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 4 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.

## 3. Reading Quizzes

Over the course there will be six reading quizzes based on the respective day's reading/s. Each reading quiz is worth 5% , constituting a total of 30% of your final grade.

## 4. Essay

Over the course students will be asked to answer one take-home essay question (1000-1500 words/3-4 pages) on specific event that we will discuss in class. Guidelines for the assignment will be handed out two weeks before it is due. This assignment corresponds to 15% of your grade.

## 5. Exams

The four exams will account for 40% of your final grade, each constituting 10%. The final exam is not comprehensive. The exams will consist of multiple choice, short answers, and essays. I will hand out study guides in advance of the midterm and final.

## 6. Grade Summary

This course is worth 520 points which are broken up over the several different items

- Participation: 100 points
- Reading Quizzes: 120 points (20 x 6)
- Essay: 100
- Exams: 200 (50 x 4)

### 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. Late Papers

Papers handed in after the deadline will be deducted 1 letter grade (10%), and then an additional letter grade (10%) 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.

## 2. 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.

### 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.

## 3. Academic Integrity

Students are expected to uphold the Academic Honor Code published in Southern Illinois University-Carbondale's Student Conduct Code (Section II, Article A). Plagiarism is the most serious academic offense. Violations of this code can lead to failure of the course and a hearing with the university's judicial board to suspend you from the university.

## 4. Syllabus Change

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

## 5. Disabilities

It is the policy of this university and the instructor to assist those with disabilities. You should notify me as soon as possible of any disability that might impact your performance in this course. Disabilities Support Services can assist you with taking notes, testing, and other accessibility issues.

## 6. Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT'S website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety's website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down POLS 352i Ethnicity and Nationalism Bhattacharya 5 menu) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

## *Tentative Course and Reading Schedule*

Spencer and Wollman's book will be referred to as the **Nationalism Reader** and Hutchinson and Smith's book will be referred to as the **Ethnicity Reader**. Readings marked with an \* asterisk are outside readings. Copies are/will be available online at DesiretoLearn website.

### Introduction to the Course

#### Tuesday, January 14

- Overview: Discuss syllabus, class policies and semester plans

## Part I. Ethnicity and Nationalism: Concepts and Approaches

### 1. Concepts

#### Thursday, January 16

- \*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, January 21

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

#### Thursday, January 23

- No Class (Campus Visit: Georgia Southern University)

### 2. Primordialism

#### Tuesday, January 28

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

**Thursday, January 30**

- \*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 (On both articles)**

**3. State and Modernism****Tuesday, February 4**

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

**4. Colonialism and Partition****Thursday, February 6**

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

**Tuesday, February 11**

- \*Short Story by Sadat Hasan Manto, "Tobak Tek Singh," 1-10.
- \*Juan R. I. Cole and Deniz Kandiyoti, (2002) "Nationalism and the Colonial Legacy in the Middle East and Central Asia: Introduction," *International Journal of Middle East Studies*, 34: 189-203.

**5. Constructivism****Thursday, February 13**

- \*Phillip M. Brata, (2009) "Flag Display Post 9/11: A Discourse on American Nationalism," *The Journal of American Culture*, 32(3): 232-243.
- \*Immanuel Wallerstein, "The Construction of Peoplehood: Racism, Nationalism and Ethnicity," *Sociological Forum*, 2(2): 373-388.
- **Reading Quiz (on both articles)**

**6. Rational Choice****Tuesday, February 18**

- Michael Hechter, "Ethnicity and Rational Choice Theory," **Ethnicity Reader**, 90-98.
- Discussion and Review of Part I

**Thursday, February 20**

- EXAM 1

**Part II. Ethnicity and Nationalism: Thematic Approaches****1. Nationalism and Patriotism****Tuesday, February 25**

- \*Rogers Brubaker, (2004) "In the Name of the Nation: Reflections on Nationalism and Patriotism," *Citizenship Studies*, 8(2): 115-127.
- ESPN Documentary on Nelson Mandela and Rugby team in South Africa
- Discussion: Sports and Nationalism

## 2. Ethnicity, Race and Nationalism

Thursday, February 27

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

## 3. Genocide

Tuesday, March 4

- \*K. Jonasson, (1992) "What is Genocide?," in *Genocide Watch*.
- \*Barbara Harff, (1992) "Recognizing Genocides and Politicides," in *Genocide Watch*.
- **Reading Quiz (On both articles)**

## 4. Ethnicity, Religion and Language

Thursday, March 6

- \*Barbara-Ann J. Reifer, (2003) "Religion and Nationalism: Understanding the Consequences of Complex Relationships," *Ethnicities*, 3: 215-242.
- Review and Discussion on Part II.

## SPRING BREAK

Saturday, March 9 - Sunday, March 16

## Part III. Ethnic Violence

### 1. Causes of Ethnic Conflict

Tuesday, March 18

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

Thursday, March 20

Exam 2

### Causes of Ethnic Conflict (continued)

Tuesday, March 25

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

### 2. Ethnic Conflict in Africa and South Asia

Thursday, March 27

- \*Crawford Young, "Nationalism and Ethnic Conflict in Africa," in *Understanding Nationalism*, 164-181.
- **Reading Quiz**

**Tuesday, April 1**

- \*Kumar Rupesinghe, (1988) "Ethnic Conflicts in South Asia: The case of Sri Lanka," *Journal of Peace Studies*, 25(4):337-350.

**Thursday, April 3**

- "Lethal Ethnic Riots: Lessons from India and Beyond," US Institute of Peace, Special Report 101. 2003.  
Donald Horowitz and Ashutosh Varshney - on Ethnic Riots.
- \*Paul Brass, (1997) "Text and Context," in *Theft of an Idol*, 3-32.

**3. Ethnic Conflict and Terrorism****Tuesday, April 8**

- \*Daniel Byman, (1998) "The logic of ethnic terrorism," *Studies in Conflict & Terrorism*, 21(2): 149-169.

**4. Managing Ethnic Conflict****Thursday, April 10**

- \*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 (on both articles)**
- HAND OUT ESSAY QUESTIONS, Writing Assignment.
- Discussion and Review of Part III.

**Tuesday, April 15**

- EXAM 3

**Part IV. Transcending Ethnicity and Nationalism****1. Cosmopolitanism, Multiculturalism and Globalization****Thursday, April 17**

- \*Micahel Hechter, "Containing Nationalism," in *Containing Nationalism*. 134-159.
- \*Rogers Brubaker, (2005) "The 'Diaspora' Diaspora," *Ethnic and Racial Studies*, 28(1): 1-19.

**Tuesday, April 22**

- David Held, (2003) "Cosmopolitanism: Globalization Tamed?" *Review of International Studies*, 29(4):465-480 (Read only 465-469).
- 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 (on both articles)**

**Thursday, April 24**

- David Held, (2003) "Cosmopolitanism: Globalization Tamed?" *Review of International Studies*, 29(4):465-480 (Read 473-483).
- Michael Mann, "Has Globalization Ended the Rise of the Nation State?" in **Nationalism Reader**.

## 2. Rethinking Nationalism

### Tuesday, April 29

- Craig Calhoun, "Conclusion," in *Nationalism*, 123-126.
- WORLDFOCUS Documentary: 21st Century Africa. (20 mins)
- Discussion and Review of Part IV.

### Thursday, May 1

- ESSAY DUE
- Final Exam Review Session
- Final Class Assessment
- Course Wrap-Up

### Friday, May 8

- FINAL EXAM
- 3:10 - 5:10 pm