POLS 352i: Ethnicity and Nationalism, Spring 2013
Department of Political Science, Southern Illinois University, Carbondale

Instructor Information
Srobana Bhattacharya
Email: srobana@siu.edu
Office: Faner Hall 3161
Office Hours: Tuesday: 11:00-12:00, Thursday 3:00-4:00, and by appointment
Class Location: Pulliam 0042
Course Time: 10:00-10:50

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 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, debates, 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


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. Quizzes

By the end of certain thematic units of our class, students will take an in-class quiz (multiple choice and short answers) on the studied subjects. The four quizzes are worth 30% of your final grade (7.5% each).

4. Essay

Over the course students will be asked to answer one take-home essay question (1000-1500 words/3-4 pages) on the studied subjects. You will be given a choice of questions, handed out two weeks before the assignment is due. The essay question corresponds to 15% of your grade.

5. Exams

The midterm and final exams will account for 40% of your final grade (20% for the midterm and 20% for the final). The final exam is not comprehensive. Both exams will consist of multiple choice, identifications, and essays. I will hand out study guides in advance of the midterm and final.

6. Grade Summary

This course is worth 100 points which are broken up over the several different items

- Participation: 15 points
- Quizzes: 30 points
- Essay: 15 points
- Exams: 40 points (20 + 20)

Assessment Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
</tr>
</tbody>
</table>
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-Carbondales 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, Department of Public Safety’s website 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**

Monday, January 14
- Overview: Discuss syllabus, class policies and semester plans

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

1. Concepts

Wednesday, January 16

Friday, January 18
- Rogers Brubaker, “Civic and Ethnic Nationalism,” in Ethnicity without Groups, 132-146.
- Spencer and Wollman “Good and Bad Nationalisms,” Nationalism Reader, 197-217.

Monday, January 21
- No Class (Martin Luther King, Jr.’s Birthday)
2. Primordialism
Wednesday, January 23
- Clifford Geertz, “Primordial Ties,” Ethnicity Reader, 40-45.

Friday, January 25

3. State and Modernism
Monday, January 28

Wednesday, January 30

4. Colonialism and Partition
Friday, February 1
- Film: Gandhi (in class 15-20 minutes clipping)

Monday, February 4

5. Constructivism
Wednesday, February 6

Friday, February 8

6. Rational Choice
Monday, February 11
Wednesday, February 13

- Discussion and Review of Part I
- QUIZ 1 (in class)

Part II. Ethnicity and Nationalism: Thematic Approaches

1. Nationalism and Patriotism

Friday, February 15


Monday, February 18


2. Ethnicity, Race and Nationalism

Wednesday, February 20

- Film: Night and Fog (in class)
- Discussion

Friday, February 22

- Frank Dikötter, “The Idea of ‘Race’ in Modern China,” Ethnicity Reader, 241-245.

3. Genocide

Monday, February 25

- *Barbara Harff, (1992) “Recognizing Genocides and Politicides,” in Genocide Watch,

Wednesday, February 27

- Film Screamers (in class)
- Discussion

4. Ethnicity, Religion and Language

Friday, March 1

Monday, March 4


Wednesday, March 6

- Review and Discussion
- QUIZ 2

Friday, March 8


SPRING BREAK
Satuday, March 9 - Sunday, March 17

MIDTERM EXAM
Monday, March 18

Part III. Ethnic Violence

1. Causes of Ethnic Conflict

Wednesday, March 20


NO CLASS

Friday, March 22

- Association for Asian Studies Conference

Wednesday, March 20


2. Ethnic Conflict in Africa and South Asia

Wednesday, March 27


Friday, March 29

Monday, April 1
- Paul Brass, “The Politics of Ethnicity in India,” Ethnicity Reader, 301-305.

Wednesday, April 3

3. Ethnic Conflict and Terrorism

Friday, April 5

4. Managing Ethnic Conflict

Monday, April 8

Wednesday, April 10
- Sammy Smooha and Theodor Hanf, “Conflict-Regulation in Deeply Divided Societies,” Ethnicity Reader, 326-333.
- HAND OUT ESSAY QUESTIONS, Assignment 2

Friday, April 12
- Discussion and Review of Part III
- QUIZ 3

Part IV. Transcending Ethnicity and Nationalism

1. Cosmopolitanism, Multiculturalism and Globalization

Monday, April 15

Wednesday, April 17

Friday, April 19
- Kwame Anthony Appiah, Selections from Cosmopolitanism.
Monday, April 22


Wednesday, April 24

- ESSAY DUE IN CLASS

2. Rethinking Nationalism

Friday, April 26

- Craig Calhoun, “Conclusion,” in *Nationalism*, 123-126.

Monday, April 29

- Review of Part IV
- QUIZ 4

Wednesday, May 1

- Final Exam Review Session

Friday, May 3

- Final Class Assessment
- Course Wrap-Up

Monday, May 10

- FINAL EXAM
- 7:50 am - 9:50 am