

Nationalism and Ethnicity: The Politics of Belonging

POLITSC 3200

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COURSE DESCRIPTION

This course explores socio-political identities – especially ethnicity and nationality – from a comparative perspective. Drawing upon theories from political science, psychology, anthropology, sociology, and economics, we will study the origins and characteristics of these identities, as well as their consequences for democracy, economic development, and violent conflict. The course materials will be largely theoretical, but build on cases from around the world.

GENERAL EDUCATION DESIGNATIONS

This course fulfills a General Education (GE) requirement as a Cross-Disciplinary Seminar. The goal of this type of GE course is for students to “demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.” The expected learning outcomes are:

1. Students understand the benefits and limitations of different disciplinary perspectives.
2. Students understand the benefits of synthesizing multiple disciplinary perspectives.
3. Students synthesize and apply knowledge from diverse disciplines to a topic of interest.

To achieve these expected outcomes, our study of nationalism and ethnic politics will include literature published in top academic journals and presses from multiple disciplines. Students will be expected to identify the advantages and disadvantages of different disciplinary approaches to the study of identity, as well as to synthesize those different approaches into a unified framework of knowledge.

The course also fulfills a General Education (GE) requirement in Social Science: Individuals and Groups. The goal of this type of GE course is for students to “understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.” The expected learning outcomes are:

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

To achieve these learning outcomes, we will read scholarship from political science and related disciplines that utilize a variety of social science methods to understand the origins, persistence, and implications of social identification in general, and ethnic and national forms of group identification in particular. By studying particular instances of these general processes across many different regions of the world, students will come to appreciate both the commonalities in social identity formation and functioning across cultures, as well as how the consequences of these common processes play out differently in different contexts. Finally, the course content will elucidate the role of social identification and group-dynamics in addressing authoritarianism, divided societies, democratic instability, economic underdevelopment, and violent conflict.

COURSE REQUIREMENTS

This class meets twice per week. In order to succeed in the course, you should be prepared to meet the following requirements:

1. **Attend class.**

In addition to building on assigned readings, lectures will also include material not covered in readings. As result, regular class attendance is necessary in order to do well in the course. To further incentivize attendance, regular pop quizzes will constitute a portion of your final grade.

2. **Read the assigned materials.**

The course schedule details course reading assignments day-by-day. Students are expected to have read the assigned material *before* class. We will have irregular in-class quizzes and assignments to ensure that you are keeping up with the reading and to help stimulate class discussion. For each assigned reading, you should be able to succinctly state the following:

- The question addressed.
- The author's argument.
- The evidence presented in support of that argument.
- Your critique of the argument/evidence.

3. **Be attentive and participate in class.**

Students will maximize the course's benefits by actively engaging in in-class discussions and activities. It is the responsibility of the student to raise questions when something is unclear.

4. **Complete required assignments and take scheduled exams on time.**

All exams must be taken when scheduled and assignments must be turned in on time, with exceptions made only for the following excused absences:

- Documented University sanctioned event
- Documented death in the family
- Observation of a religious holiday
- Illness or injury that prevents attendance

If an exam is missed due to an *excused* absence, a make-up exam will be scheduled through the OSU Testing Center's Make-Up Examination Program. Exams missed due to an *unexcused* absence will receive a grade of 0 and cannot be made up. Unexcused late assignments will be penalized a letter grade for each 24-hour period they are turned in after the due date and time.

ASSIGNMENTS AND EVALUATIONS

1. In-Class “Pop” Quizzes (15%)

Over the course of the semester, you will be given an undisclosed number of in-class “pop” quizzes. Each quiz will be given at the beginning of class, and will ask a few basic questions about the readings for that day (main argument, key facts, results, conclusions, etc.) that will be easily answered if you have done the reading. Filling in your name will count as one question so that you get some credit for simply showing up. Your lowest 3 in-class quiz scores will be dropped, and your overall in-class quiz grade will be an average of the remaining quizzes. Because the three lowest scores are dropped, there will be no make-ups for missed quizzes.

2. Personal Essays (10%)

You will write two 500-word personal essays. These essays give you the chance to reflect on your own social identities and the ways in which you use identities in interacting with others. As these are personal essays, there is no right or wrong answer – you will receive full credit for following the directions provided in the syllabus and turning your essays in on time.

3. Three Mid-Term Exams – 25% Each (75%)

Three mid-term exams will be held throughout the semester in weeks 5, 10, and finals week. Each mid-term will cover approximately 1/3 of the course material drawn from assigned readings, lectures, and class discussions, and will include a mixture of short answer questions (multiple choice, fill-in-the-blank, or identification) and an essay. A make-up exam will only be permissible if associated with an excused absence (see above). There is no cumulative final exam for this course.

Letter grades correspond to the following percentages:

A: 93-100	B: 83-86	C: 73-76	D: 60-66
A-: 90-92	B-: 80-82	C-: 70-72	E: <60
B+: 87-89	C+: 77-79	D+: 67-69	

COURSE MATERIALS

You may wish to purchase the following books, as we will read large portions of them. Copies are available for purchase in the University book store, and inexpensive copies are widely available online. If you do not wish to purchase them, both books are also on reserve in Thompson Library:

- Hutchinson, John and Anthony D. Smith (eds.). 1994. *Nationalism*. Oxford, UK: Oxford University Press.
(Referred to in the syllabus as the *Nationalism Reader*)
- Hutchinson, John and Anthony D. Smith (eds.). 1996. *Ethnicity*. Oxford, UK: Oxford University Press.
(Referred to in the syllabus as the *Ethnicity Reader*)

All other readings will be available at least one week in advance through the Carmen course site.

COURSE POLICIES

Academic and Personal Integrity:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentaffairs.osu.edu/csc>.

Distractions:

Please arrive on time and do not leave before the end of class. I prefer that you do not use your laptop or cell phones during class time. If you must use your laptop to take notes, please refrain from checking email and browsing the internet.

Students with Disabilities:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

COURSE TOPICS

Wk1: COURSE OVERVIEW

Tuesday 1/7 Course Introduction

Ethnicity Reader, Chapter 4 (Eriksen), p. 28-31. [4]

Thursday 1/9 What is Identity?

Fearon, James. 1999. “What is Identity?” Mimeo, Stanford University. [37]

SECTION I: STUDYING NATIONALISM AND ETHNICITY

Wk 2: SOCIAL IDENTITY

Tuesday 1/14 Functions of Social Identity

Brubaker, Rogers. 2004. “Beyond Identity” in *Ethnicity Without Groups*. Cambridge, MA: Harvard University Press. p. 28-63. [35]

Thursday 1/16 Social Identities in Everyday Life

Billig, Michael. 1995. "Introduction" in *Banal Nationalism*. London, UK: Sage Publications. p. 5-6, 9-12 only. [6]

Brubaker, Rogers, Margit Feischmidt, Jon Fox, and Liana Grancea. 2006. "Introduction" in *Nationalist Politics and Everyday Ethnicity in a Transylvanian Town*. Princeton, NJ: Princeton University Press. p. 1-19. [20]

Personal Essays

Write two 500-word essays. These essays will only be read by your professor, so please be as candid and self-reflective as possible.

- **Essay 1**

Describe the social identity to which you feel the most attached and explain why.

- **Essay 2**

Discuss a social identity group towards which you hold/held a negative stereotypical view. Describe the group, your beliefs about members of the group, and from where you believe these beliefs come. Also discuss any personal experiences that have called your beliefs into questions (challenged your stereotype).

Due (via Carmen) by 5pm.

WK 3: DEFINING ETHNICITY AND NATIONALISM

Tuesday 1/21 What is Ethnicity?

Ethnicity Reader, Introduction, p. 3-7 only. [4]

Ethnicity Reader, Chapter 12 (Barth), p. 75-82. [8]

Nationalism Reader, Chapter 7 (Conner), p. 36-46. [10]

Fearon, James and David D. Laitin. 2000. "Ordinary Language and External Validity: Specifying Concepts in the Study of Ethnicity." Mimeo, Stanford University. p. 6-12 only. [7]

Thursday 1/23 What is Nationalism?

Nationalism Reader, Introduction, p. 3-13. [11]

Nationalism Reader, Chapter 4 (Deutsch), p. 26-29. [4]

Ethnicity Reader, Chapter 11 (Conner), p. 69-75. [6]

Gellner, Ernest. 1983. *Nations and Nationalism*. Ithaca, NY: Cornell University Press. p. 1-7. [8]

WK 4: THE NATURE OF IDENTITY

Tuesday 1/28 Primordialism

Ethnicity Reader, “Introduction: Approaches to Ethnicity,” p. 7-10 only. [4]

Nationalism Reader, Chapter 15 (Van Den Berghe), p. 96-103. [8]

Ethnicity Reader, Chapter 6 (Geertz), p. 40-45. [5]

Van Evra, Stephen. 2001. “Primordialism Lives.” *APSA-CP Newsletter* 12(1): 20-22. [3]

Thursday 1/30 Constructivism

Ethnicity Reader, Chapter 7 (Eller and Coughlin), p. 45-51. [6]

Chandra, Kanchan. 2012. “How Ethnic Identities Change” in *Constructivist Theories of Ethnic Politics*. New York, NY: Oxford University Press. p. 135-142 only. [8]

Brubaker, Rogers. 2004. “Ethnicity as Cognition” in *Ethnicity Without Groups*. Cambridge, MA: Harvard University Press. p. 64-87. [24]

WK 5: MID-TERM I

Tuesday 2/4 Review and Exam Crafting

Exam Crafting

Students will work in small groups to propose potential exam questions. We will discuss several of the proposed questions and go through how one might address them successfully. The exercise will help help students review the material and ask any clarifying questions.

Thursday 2/6 Mid-Term Exam I

SECTION II: CAUSES OF NATIONALISM AND ETHNICITY

WK 6: MODERNIZATION

Tuesday 2/11 Modernization and Nationalism

Nationalism Reader, Chapter 9 (Gellner), p. 55-62. [8]

Nationalism Reader, Chapter 14 (Anderson), p. 89-96. [8]

Silverman, Sydel. 1978. Review of Eugen Weber's *Peasants into Frenchmen: The Modernization of Rural France, 1870-1914*. *Ethnohistory* 25(3): 295-297. [3]

Thursday 2/13 Modernization and Ethnicity

Nationalism Reader, Chapter 10 (Gellner), p. 66-70. [8]

Nationalism Reader, Chapter 41 (Lijphart), p. 258-261. [4]

Bates, Robert. 1974. "Ethnic Competition and Modernization in Contemporary Africa." *Comparative Political Studies* 6(4): 457-483. [18]

WK 7: POLITICS

Tuesday 2/18 The State

Nationalism Reader, Chapter 12 (Hobsbawm), p. 76-82. [7]

Nationalism Reader, Chapter 29 (Anderson), p. 198-205. [8]

Nations, States, and Violence, Chapter 4, p. 81-88 only. [7]

Nationalism Reader, Chapter 34 (Young), p. 225-231. [7]

Thursday 2/20 Politics and Cultural Entrepreneurs

Nationalism Reader, Chapter 11 (Narin), p. 70-76 [6]

Nationalism Reader, Chapter 13 (Brass), p. 83-89. [7]

Ethnicity Reader, Chapter 14 (Brass), p. 85-90. [5]

Posner, Daniel. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi." *American Political Science Review* 98(4): 529-545. [16]

WK 8: PSYCHOLOGY

Tuesday 2/25 Psychological Predisposition

Gil-White, Francisco J. 2001. "Are Ethnic Groups Biological 'Species' to the Human Brain? Essentialism in Our Cognition of Some Social Categories." *Current Anthropology* 42(4): 515-536. [21]

Kurzban, Robert, John Tooby, and Leda Cosmides. 2001. "Can Race be Erased? Coalitional Computation and Social Categorization." *Proceedings of the National Academy of Sciences* 98(26): 15387-15392. [5]

Thursday 2/27 Change in Identities Over Time

Chandra, Kanchan. 2012. "How Ethnic Identities Change" in *Constructivist Theories of Ethnic Politics*. New York, NY: Oxford University Press. p. 152-175 only. [24]

WK 9: RELATIONSHIP B/W NATIONALISM AND ETHNICITY

Tuesday 3/4 Can Nationalism Emerge in Multicultural Societies?

Ethnicity Reader, Chapter 29 (Tibi), p. 174-179. [6]

Putnam, Robert D. 2007. "E Pluribus Unum: Diversity and Community in the Twenty-first Century." *Scandinavian Political Studies* 30(2): 137-174. [28]

Thursday 3/6 Nationalism and Interethnic Relations

Miguel, Edward. 2004. "Tribe or Nation?: Nation Building and Public Goods in Kenya versus Tanzania." *World Politics* 56(3): 327-362. [34]

WK 10: MID-TERM II

Tuesday 3/11 Review and Exam Crafting

Exam Crafting

Students will work in small groups to propose potential exam questions. We will discuss several of the proposed questions and go through how one might address them successfully. The exercise will help help students review the material and ask any clarifying questions.

Thursday 3/13 Mid-Term Exam II

SECTION III: IMPACTS OF NATIONALISM AND ETHNICITY

WK 11: DEMOCRACY

Tuesday 3/18 Ethnic Voting

Reilly, Benjamin. 2013. "Identity Politics: Democratic Institutions in Ethnically Divided States." *World Politics Review*, October 8. [6]

Ferree, Karen. 2006. "Explaining South Africa's Racial Census." *Journal of Politics* 68(4): 803-815. [12]

Thursday 3/20 Democratic Stability

Horowitz, Donald L. 1993. "Democracy in Divided Societies." *Journal of Democracy* 4(4): 18-37. [20]

Chandra, Kanchan. 2005. "Ethnic Parties and Democratic Stability." *Perspectives on Politics* 3(2): 235-252 [14].

WK 12: ECONOMIC DEVELOPMENT

Tuesday 3/25 Ethnicity and Economic Development

Alesina, Alberto and Eliana La Ferrara. 2005. "Ethnic Diversity and Economic Performance." *Journal of Economic Literature* 43(3): 762-800. [33]

Thursday 3/27 Nationalism and Economic Development

Greenfield, Leah. 2001. "Introduction" in *The Spirit of Capitalism: Nationalism and Economic Growth*. Cambridge, MA: Harvard University Press. p.1-28. [28]

WK 13: CONFLICT AND VIOLENCE

Tuesday 4/1 Ethnicity and Conflict

Fearon, James and David D. Laitin. 2000. "Ordinary Language and External Validity: Specifying Concepts in the Study of Ethnicity." Mimeo, Stanford University. p. 12-15 only. [4]

de Figueiredo, Rui and Barry R. Weingast. 1999. "The Rationality of Fear: Political Opportunism and Ethnic Conflict" in Barbara F. Walter and Jack Snyder (eds.) *Civil Wars, Insecurity, and Intervention..* New York, NY: Columbia University Press. p. 261-302. [32]

Thursday 4/3 Nationalism and Conflict

Schrock-Jacobson, Gretchen. 2012. "The Violent Consequences of the Nation: Nationalism and the Initiation of Interstate War." *Journal of Conflict Resolution* 56(5): 825-852. [23]

WK 14: LOOKING FORWARD

Tuesday 4/8 Dealing with Diversity, Multiculturalism, and Globalization

Ethnicity Reader, Chapter 55 (Smootha and Hanf), p. 326-333. [8]

Ethnicity Reader, Chapter 56 (McGarry and O'Leary), p. 333-341. [8]

Nationalism Reader, Chapter 49 (Schlesinger), p. 316-325. [10]

Thursday 4/10

Exam Crafting

Students will work in small groups to propose potential exam questions. We will discuss several of the proposed questions and go through how one might address them successfully. The exercise will help help students review the material and ask any clarifying questions.

Midterm Exam III

The final midterm will be held during the university-scheduled final exam time.