

Nationalism and Ethnicity: The Politics of Belonging

POLITSC 3596

Fall 2019

Tuesdays & Thursdays

2:20pm-3:40pm

Orton Hall 110

<https://osu.instructure.com/courses/62553>

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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.

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

1. **Attend class.**

In addition to building on assigned readings, lectures will also include material not covered in readings. Class attendance is thus expected and will improve your performance on exams and assignments. Students will maximize the course's benefits by asking questions during lecture and contributing to in-class discussions and activities. While attendance will be recorded, attendance does not constitute part of your 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. Each day before class, you will take a short quiz on the assigned reading via the course website.

3. **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 prevent attendance

If an exam is missed due to an *excused* absence, a make-up exam will be scheduled online in consultation with the professor. It is the student's responsibility to initiate this process and to provide documentation of an excused absence for a missed exam. 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. Reading Quizzes– 15%

Before every class you must complete an online reading quiz via the course website. The quiz 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 for class ahead of time. The quiz will open at the end of the previous class and close five minutes before the class for which the reading is assigned. You will have 10 minutes to complete the online quiz, and you will only have one chance to do so, but you may complete the quiz at anytime between classes. Your lowest five quiz scores will be dropped, and your overall quiz grade will be an average of the remaining quizzes. Because the five lowest scores are dropped, there will be no make-ups for missed quizzes, even for excused absences.

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 Exams – 25% Each (75%)

Three exams will be held throughout the semester in weeks 5, 11, and 16. Each exam 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. All three exams will be taken online through the course’s Carmen website, and are thus open book. However, you may not discuss the exam with anyone else. **We will use Proctorio for exam proctoring, so you must take the online exams on a computer with the Google Chrome web browser and a webcam.** You will be asked to show your BuckID at the beginning of the exam and Proctorio will monitor your exam using video and audio. Recordings will only be used to confirm that the correct student is taking the exam. The exam will open at 8am on the exam day and must be completed by midnight on the same day. You will have 80 minutes to complete each exam, and you will only have one chance to do so, but you may complete the exam at anytime on the exam day. We will not meet in class on exam days, but you may take your exam there, if you prefer. A make-up exam will only be permissible if associated with an excused absence (see above).

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 bookstore, 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. ISBN: 9780192892607.
(Referred to in the syllabus as the *Nationalism Reader*)
- Hutchinson, John and Anthony D. Smith (eds.). 1996. *Ethnicity*. Oxford, UK: Oxford University Press. ISBN: 9780192892744.

(Referred to in the syllabus as the *Ethnicity Reader*)

All other readings will be available through the Carmen course site.

COURSE POLICIES

Email Policy: Please include “PS 3596” in the subject line of any email concerning the course. I will typically respond to your email within one business day. Please do not email to ask questions that can be easily answered by referencing the syllabus or Carmen course site (I will not respond to such emails).

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 sit in the back of the class and refrain from checking email and browsing the internet.

Academic and Personal Integrity: Suspected academic misconduct will be reported to the Committee on Academic Misconduct, as required by Faculty Rule 3335-5-487. 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. For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>).

Accessible Learning: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, please register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at www.suicidepreventionlifeline.org.

SECTION I: STUDYING NATIONALISM AND ETHNICITY

Wk 1: Course Overview

Tuesday 8/20 Course Introduction

Thursday 8/22 What is Identity?

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

Wk 2: Studying Identity

Tuesday 8/27 How to Study Identity

Sylvan, Donald A. and Amanda K Metkas. 2009. "Trade-offs in Measuring Identities: A Comparison of Five Approaches," in Rawi Abdelal, Yoshiko M. Herrera, Alastair Iain Johnston, and Rose McDermott (eds.), *Measuring Identity: A Guide for Social Scientists*. New York, NY: Cambridge University Press. p. 72-96. [25]

Nationalism Reader, Chapter 23 (Conner), p. 154-159. [5]

Thursday 8/29 Identity in Your Life (**NO CLASS MEETING**)

Personal Essays

Write **two** 500-word essays. These essays will only be read by your instructor(s), 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. In what ways does your identification with this social identity help you? In what ways does it limit or hurt you?

- **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).

Use class time to write these two essays. Due (via Carmen) by 3:40pm.

Wk 3: Defining Ethnicity and Nationalism

Tuesday 9/3 What is Ethnicity?

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

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

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

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]

Chandra, Kanchan. 2012. "What is Ethnic Identity? A Minimalist Definition" in *Constructivist Theories of Ethnic Politics*. New York, NY: Oxford University Press. p. 58-63 only. [6]

Thursday 9/5 What is Nationalism?

Nationalism Reader, Introduction, p. 3-5 only. [3]

Nationalism Reader, Chapter 1 (Renan), p. 17-18. [2]

Nationalism Reader, Chapter 3 (Weber), p. 21-25. [5]

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

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

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

Wk 4: The Nature of Identity

Tuesday 9/10 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 9/12 Constructivism

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

Chandra, Kanchan. 2012. "How Ethnic Identities Change" in *Constructivist Theories of Ethnic Politics*. New York, NY: Oxford University Press. p. 135-152 only. [17]

Wk 5: Exam I

Tuesday 9/17 Exam Review

Exam I Review All students must submit 3 review questions via Carmen by 5pm on Monday 9/16. This will count as your quiz for the day. In class, students will work in small groups to answer a subset of the submitted questions. As a class, we will discuss questions that generated disagreement in the groups. All review questions will be provided to the whole class to use as a study guide.

Thursday 9/19 Exam I

Exam I
Log on to the Carmen course page anytime between 8am and 12 midnight to complete the exam. You may only take the exam once and you must complete the exam within 80 minutes. You may use your notes, course slides, and readings, but you may not discuss the exam with anyone else: doing so is considered academic misconduct.

SECTION II: ORIGINS OF NATIONALISM AND ETHNICITY

Wk 6: Modernization

Tuesday 9/24 Modernization and Nationalism

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

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

Summary of Eugen Weber's *Peasants into Frenchmen: The Modernization of Rural France, 1870-1914*.

Thursday 9/26 Modernization and Ethnicity

Nationalism Reader, Chapter 10 (Gellner), p. 66-70 only. [5]

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: Psychological Predisposition

Tuesday 10/1 Psychological Explanations of Identity

Hale, Henry. 2004. "Explaining Ethnicity." *Comparative Political Studies* 37(4): 458-485. [25]

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 10/3 (NO CLASS MEETING)

Film Response

Watch all three segments of the PBS Frontline film *A Class Divided*. You may stream the film online at <http://www.pbs.org/wgbh/pages/frontline/shows/divided/> or borrow the DVD at Thompson Library. Write a one page (200-300 words) response paper discussing the specific ways in which the readings on psychological predispositions to group identification from Tuesday help explain what occurred in the third grade classroom. This assignment will count for your reading quiz for the day. **Due (via Carmen) by 5pm today.**

Wk 8: Autumn Break

Tuesday 10/8 Autumn Break (NO CLASS MEETING)

Thursday 10/10 Autumn Break (NO CLASS MEETING)

Wk 9: Politics

Tuesday 10/15 Role of the State

Nationalism and the State

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

Nationalism Reader, Chapter 24 (Kohn), p. 162-165. [4]

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

Laitin, David D. 2007. "Nations and the Twenty-First Century State," in *Nations, States, and Violence*. New York, NY: Oxford University Press. p. 81-88 only. [7]

Ethnicity and the State

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

Thursday 10/17 Political Competition and Cultural Entrepreneurs

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

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

Posner, Dan. 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 10: Relationship Between Nationalism and Ethnicity

Tuesday 10/22 Can Nationalism Emerge in Ethnically Diverse Societies?

Ethnicity Reader, Chapter 28 (Brubaker), p. 168-173. [6]

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

Citrin, Jack and David O. Sears. 2009. "Balancing National and Ethnic Identities," in Rawi Abdelal, Yoshiko M. Herrera, Alastair Iain Johnston, and Rose McDermott (eds.), *Measuring Identity: A Guide for Social Scientists*. New York, NY: Cambridge University Press. p. 145-146, 149-152, 167-174. [14]

Young, Crawford. 2004. "Revisiting Nationalism and Ethnicity in Africa." James Coleman Memorial Lecture Series, p. 5-17. [13]

Thursday 10/24 Nationalism and Interethnic Relations

Miguel, Edward. 2004. "Tribe or Nation? Nation Building and Public Goods in Kenya versus Tanzania." *World Politics* 56(3): 327-328, 331-339, 360-362 only. [14]

Transue, John. 2007. "Identity Salience, Identity Acceptance, and Racial Policy Attitudes: American National Identity as a Uniting Force." *American Journal of Political Science* 51(1): 78-91. [12]

Wk 11: Exam II

Tuesday 10/29 Exam Review

Exam Review All students must submit 3 review questions via Carmen by 5pm on Monday 10/28. This will count as your quiz for the day. In class, students will work in small groups to answer a subset of the submitted questions. As a class, we will discuss questions that generated disagreement in the groups. All review questions will be provided to the whole class to use as a study guide.

Thursday 10/31 Exam II

Exam II

Log on to the Carmen course page anytime between 8am and 12 midnight to complete the exam. You may only take the exam once and you must complete the exam within 80 minutes. You may use your notes, course slides, and readings, but you may not discuss the exam with anyone else: doing so is considered academic misconduct.

SECTION III: EFFECTS OF NATIONALISM AND ETHNICITY

Wk 12: Conflict and Violence

Tuesday 11/5 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 11/7 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 13: Democracy

Tuesday 11/12 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 11/14 Democratic Stability in Diverse Societies

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 14: Economic Development & Looking Forward

Tuesday 11/19 Identity and Economic Development

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

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

Thursday 11/21 The Future of Ethnicity and Nationalism

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

Laitin, David D. 2007. "Nations and the Twenty-First Century State," in *Nations, States, and Violence*. New York, NY: Oxford University Press. p. 88-100. [13]

Wk 15: Exam Review & Course Wrap Up

Tuesday 11/26 Exam Review

Exam Review All students must submit 3 review questions via Carmen by 5pm on Monday 11/25. This will count as your quiz for the day. In class, students will work in small groups to answer a subset of the submitted questions. As a class, we will discuss questions that generated disagreement in the groups. All review questions will be provided to the whole class to use as a study guide.

Course Evaluations

Please complete the online course evaluations (SEIs). If 75% of the class completes the SEI by 12/5, everyone in the class will receive extra credit equal to one reading quiz.

Thursday 11/28 NO CLASS (Thanksgiving Break)

Week 16: Exam III

Tuesday 12/3 Exam III

Exam III

Log on to the Carmen course page anytime between 8am and 12 midnight to complete the exam. You may only take the exam once and you must complete the exam within 80 minutes. You may use your notes, course slides, and readings, but you may not discuss the exam with anyone else: doing so is considered academic misconduct.