Nationalism and Ethnicity: 
The Politics of Belonging
(Honors Seminar)
POLITSC 4597.02H, Spring 2014
   Tuesdays & Thursdays
      11:10am-12:30pm
     Derby Hall 0150
https://carmen.osu.edu/d2l/home/11266376

Professor: Amanda Lea Robinson
Email: robinson.1012@osu.edu
Office: Derby Hall 2080
Office hours: Tuesdays 2pm-4pm
    Or by appointment

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. The course will also focus on introducing and using standard methods in social science research, and students will engage in hands-on learning of both qualitative and quantitative empirical methods.

Because this is an honors seminar, there is a fairly heavy reading load and a high level of engagement by students is expected. Class meetings will be largely focused on group discussion with very little lecturing by the professor. For this to be productive, you must read and think critically about assigned readings before we meet, as well as speak up and engage with your fellow students during class. The discussion-based class format will develop and strengthen critical thinking, confidence in public speaking, respectful and constructive debate skills, and competence in analytical argumentation. The two research methods assignments, and the final exam, will develop students’ research and writing skills.

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.
Course Requirements

This class meets twice per week, on Tuesdays and Thursdays, from 11:10am to 12:30pm in Derby Hall 0150. In order to succeed in the course, you should be prepared to meet the following requirements:

1. **Attend class.**
   This course will rely largely on class discussions. Class attendance is thus required in order to do well in the course. Attendance will be recorded for each class, and will constitute a portion of your participation 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. *Bring readings with you to class.* 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.

   Preparing notes on these features of each reading will insure that you are prepared for class discussion and will also assist you greatly on the final exam.

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. Regular and active participation will be recorded during each class meeting, and will constitute a portion of your participation grade.

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

   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. **Participation – 20%**
   Regular attendance and active participation in class discussion will constitute 20% of your final grade. Points will be deducted for unexcused absences and failure to participate in class discussions.

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. **Journal Analysis (Qualitative Research Methods) – 20%**
   This assignment has two parts. The first part requires each student to keep an ethnographic journal of conversations they overhear or participate in that concern social identities. Students will learn how to take effective field notes in week 2 and will have 2.5 weeks to collect data. In week 5, students will code and analyze their ethnographic data during two lab sessions. The second component of the assignment is to use the data collected to write a 1000-word (or less) memo describing and making sense of the use of identity in normal conversations. The research memo is due on 2/14/14. Students will be evaluated on the quality of their field notes, the effectiveness of their coding of the data, and the content of their research memo.

4. **Survey Data Analysis (Quantitative Research Methods) – 20%**
   This assignment requires students to use quantitative methods to explore relationships between nationalism, ethnicity, and outcomes of interest using real data. The two class meetings during week 12 will introduce students to a statistical software for data analysis (STATA) and real data from 16 sub-Saharan African countries. During the second class meeting in week 12, students will turn in a one-page research proposal based on that data. Then, they will carry out that research (with the professor’s assistance) in-class and write up their results in a 1000-word (or less) memo due on 4/18/14.

5. **Final Exam – 30%**
   The final exam for this course will be a take home, open book essay exam. Students will be presented with a list of possible essay questions on the final day of class (Thursday, 4/17/14) and will select two questions from that list. Each question must be answered in essay format and with proper references. Final exam essays are due via Carmen by 5pm on 4/24.

Letter grades correspond to the following percentages:

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**Course Materials**

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

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

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

  (Referred to in the syllabus as *Nations, States, and Violence*)

  (Referred to in the syllabus as *Measuring Identity*)

All other readings will be available at least one week in advance through the Carmen course site: [https://carmen.osu.edu/d2l/home/11266376](https://carmen.osu.edu/d2l/home/11266376).

**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](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 sit on the last 4-5 rows of the classroom and refrain from checking email and browsing the internet.

**Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact me privately to discuss your specific needs.
Course Topics

Course Overview

Tuesday 1/7 Course Introduction

Thursday 1/9 What is Identity?


Measuring Identity, Chapter 1 (Abdelal, Herrera, Johnston, and McDermott), p.17-32. [16]

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

Section I: Studying Nationalism and Ethnicity

Studying Identity

Tuesday 1/14 No class meeting.

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 a negative stereotypical view. Describe the group, your beliefs about members of the group, and from where you believe these beliefs come.

Due (via Carmen) by 5pm on Friday, 1/14/14.

Thursday 1/16 How to study identity?


Measuring Identity, Chapter 3 (Sylvan and Metkas), 72-96. [25]

Writing Field Notes:

Defining Ethnicity and Nationalism

Tuesday 1/21 What is ethnicity?

_Ethnicity Reader_, Introduction, p. 3-7 only. [4]

Thursday 1/23 What is nationalism?

_Nationalism Reader_, Chapter 1 (Renan), p. 17-18. [2]
_Nationalism Reader_, Chapter 2 (Stalin), p. 18-21. [3]
_Nationalism Reader_, Chapter 5 (Geertz), p. 29-34. [5]
_Nationalism Reader_, Chapter 6 (Giddens), p. 34-35. [2]
_Nationalism Reader_, Chapter 7 (Conner), p. 36-46. [10]
_Ethnicity Reader_, Chapter 11 (Conner), p. 69-75. [6]
_Nationalism Reader_, Chapter 23 (Conner), p. 154-159. [5]

The Nature of Identity

Tuesday 1/28 Primordialism vs. Constructivism

_Ethnicity Reader_, “Introduction: Approaches to Ethnicity,” p. 7-10 only. [4]
_Ethnicity Reader_, Chapter 6 (Geertz), p. 40-45. [5]
_Ethnicity Reader_, Chapter 7 (Eller and Coughlin), p. 45-51. [6]
_Ethnicity Reader_, Chapter 12 (Barth), p. 75-82. [8]
_Nationalism Reader_, Chapter 15 (Van Den Berghe), p. 96-103. [8]
Thursday 1/30


**In-Class Debate**
Come prepared to argue in favor of either side of this debate (primordial and constructivist). Positions will be randomly assigned and a debate will be held during class.

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**QUALITATIVE RESEARCH**

**Tuesday 2/4** Coding Field Notes [Meet in Derby 125 Computer Lab]

*Carefully reread your ethnographic field notes.*


**Coding Ethnographic Field Notes**
Bring your ethnographic field notes with you to class in whatever form you collected them (handwritten, typed, etc.). Make sure you have reread your notes prior to class. Class time will be spent coding your data and writing “initial memos.”

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**Thursday 2/6** Identifying Themes and Focused Coding [Meet in Derby 125 Computer Lab]

**Coding Ethnographic Field Notes**
Bring your coded ethnographic field notes from the previous class with you. Make sure you have reread your initial codings prior to class. Class time will be spent identifying themes, conducting focused coding, and outlining your qualitative research memo.
Section II: Identity as the Dependent Variable

Where do these identities come from? I

Tuesday 2/11 Modernization and Nationalism

Nationalism Reader, Chapter 8 (Kedourie), p. 49-103. [8]
Nationalism Reader, Chapter 9 (Gellner), p. 55-103. [8]
Nationalism Reader, Chapter 14 (Anderson), p. 89-103. [8]
Skim: p. 195-220 (Roads), 292-302 (Military Service), 303-338 (Schools). [72]

Thursday 2/13 Modernization and Ethnicity

Ethnicity Reader, Chapter 23 (Bell), p. 138-146. [8]
Ethnicity Reader Chapter 50 (Brass), p. 301-305. [4]
Nationalism Reader, Chapter 10 (Gellner), p. 63-103. [8]

Qualitative Research Memo

Write a memo about an identity group of your choice based on your ethno-graphic field notes. Provide an analysis of how members (or non-members) of the identity group reference the group, how group references are used in conversation, and/or the meaning attached to group references. Be sure to include direct quotations from conversations you observed and a rich description of your observations. Memos should be 1000 words or less, excluding any references, and must include a word count.

Due (via Carmen) by 5pm on Tuesday, 2/14/14.
Where do these identities come from? II

Tuesday 2/18 The State

Nationalism and the State

Nationalism Reader, Chapter 12 (Hobsbawm), p. 76-82. [7]
Nationalism Reader, Chapter 16 (Breuilly), p. 103-113. [10]
Nationalism Reader, Chapter 24 (Kohn), p. 162-165. [4]
Nationalism Reader, Chapter 27 (Hobsbawm), p. 177-184. [7]
Nationalism Reader, Chapter 29 (Anderson), p. 198-205. [8]
Nations, States, and Violence, Chapter 4, p. 81-92 only. [12]

Ethnicity and the State

Ethnicity Reader, Chapter 37 (Vail), p. 229-235. [7]
Nationalism Reader, Chapter 34 (Young), p. 225-231. [7]

Thursday 2/20 Politics and Cultural Entrepenuers

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]


Where do these identities come from? III

Tuesday 2/25 Psychological Predisposition


Thursday 2/27 Change in Identities Over Time

Nations, States, and Violence, Chapter 2. [29]

Relationship b/w Nationalism and Ethnicity

Tuesday 3/4 Can Nationalism Emerge in Multicultural Societies?

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


Thursday 3/6 Nationalism and Interethnic Relations


Section III: Identity as the Independent Variable

Impact on Democracy

Tuesday 3/18 Ethnic Voting


Thursday 3/20 Democratic Stability


Measuring Identity, Chapter 9 (Chandra), p. 250-275. [26]

Impact on Development

Tuesday 3/25 Ethnicity and Economic Development


Thursday 3/27 Nationalism and Economic Development


Impact on Violence

Tuesday 4/1 Ethnicity and Conflict


Nations, States, and Violence, Chapter 1. [27]

Thursday 4/3 Nationalism and Conflict


Quantitative Research

Tuesday 4/8 Quantitative Data Analysis in STATA [Meet in Derby 125 Computer Lab]


Introduction to STATA

Students will be introduced to the STATA statistical software package during class. We will use the Round 3 Afrobarometer dataset to explore relationships between ethnicity, nationalism, and public opinion.
Thursday 4/10 Quantitative Data Analysis [Meet in Derby 125 Computer Lab]
*Identify relevant variables for analysis.*
African Country Dataset Codebook.
*Identify relevant variables for analysis.*

**Quantitative Research Proposal.**
Prepare and bring with you a one page summary of your proposed research project. Outline your question, hypothesis, independent variable (concept and operationalization), dependent variable (concept and operationalization), and data source (most of you will use Afrobarometer Round 3 and/or the additional country dataset).
**Due in class on Thursday, 4/10/14.**

**LOOKING FORWARD**

Tuesday 4/15 Dealing with Diversity
*Ethnicity Reader*, Chapter 55 (Smooha and Hanf), p. 326-333. [8]
*Ethnicity Reader*, Chapter 56 (McGarry and O’Leary), p. 333-341. [8]
*Nations, States, and Violence*, Chapter 5. [31]

Thursday 4/17 Multiculturalism, Globalization, and Post-Nationalism
*Nationalism Reader*, Chapter 49 (Schlesinger), p. 316-325. [10]
*Nations, States, and Violence*, Chapter 4, p.92-100 only. [8]

**Quantitative Research Memo**
Write a memo analyzing quantitative data on ethnicity and/or nationalism and another variable of your choice. Be sure to have a clear argument and use data to test your argument (it’s okay if you are wrong!). Present the results of your quantitative analysis using either tables or graphs. Memos should be 1000 words or less, excluding tables, graphs, and any references, and must include a word count.
**Due (via Carmen) by 5pm on Friday, 4/18/14.**
Final Exam
Final exam questions will be distributed in class on Thursday 4/17/14. Choose two (2) questions from the list of questions. The exam is open book, but you may not collaborate with other students. Due (via Carmen) by 5pm on Thursday, 4/24/14.