HIST 3230/ GOVT 3239: Democracy, Diversity and Nationalism

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Office Hours: Wednesday 11 am-1pm or by appointment

Classes: Tuesdays and Thursday, 2:55-4:10
Rockefeller Hall 231

Course Description:
How does democracy respond ethnic, national and religious diversity? Ever since the emergence of modern democracies have scholars and politicians been struggling with this question. While some, like John Stuart Mill, consider a homogenous nation a prerequisite for democracy, others have seen the democracy and diversity as inherently compatible. Since the “third wave” of democratization, beginning in the mid-1970s, many countries around the world have moved towards democracy. At the same time, there has been a marked rise of ethnic conflict around the world. The class will discuss the relationship between the two and explore how countries around the world respond to this challenge. As most countries around the world have diverse populations, governments have had to adopt strategies to address diversity. Some have sought to build nation-states, some transformed themselves into multinational states and others attempted to forge a new civic identity.

The course will be both historical as well as taking a broad comparative look around world. From the Ottoman Empire recognizing different religious communities when these were persecuted in Western Europe to the French state’s effort to transform “peasants into Frenchmen” (Eugene Weber) the course will look at the relationship between the emergence of the modern state, democracy and nationalism.

In the contemporary world, it will seek to understand ethnic conflict such as in former Yugoslavia, civil strife in Iraq and the efforts to mitigate ethnic tensions through institutional design. It scope will mostly look at Europe, Asia and Africa, but also draw on examples from elsewhere.

The course will be interdisciplinary, drawing on literature from history, political science, sociology and anthropology, using films and primary documents, such as speeches, in addition to regular academic readings.

Expectations:
The classes cover both theoretical themes and case studies for each topic. Attendance is thus very important, as the readings are based on scholarly articles and excerpts from books, rather than textbooks. The lectures and discussions help to contextualize the readings and provide necessary background. The classes will be a flexible combination of lecture and discussion, thus being well-prepared is essential for a successful class. For a successful participation in class you will thus need to:

- attend classes and actively participate in discussions
• be familiar with the class readings and have questions
• work in groups

Grading:

20% Participation
20% Book Review (10% text, 10% presentation)
10% Response Paper
15% Wikipedia article (5% draft, 5% presentation, 5% final version)
35% Research Essay

Assignments:

For all assignments do not start working on them before having discussed and agreed the topic, book or case study with me.

Participation: Participation is based on both the regularity of participation in class, as well as on the basis of active participation. Active participation should be based on familiarity with readings: There is nothing wrong with raising questions about anything which might be unclear!

Book Review: You will have to pick a book (it can be a book which is on the syllabus or other books, to be confirmed before you start) to review. The review will be 5-6 pages long, including a short summary (1 page) and a critical discussion of the arguments in the book (either picking a particular aspect of the book or critically analyzing the overall argument). Half of the grade is based on the written text, the other half on a short (5-10 minute) presentation of the book to the class. The presentation should not be read out, but outline the key points of the review to the class.

Response Paper: You are required to write one two-page critical summary of the readings. You have to complete the summary by Monday prior to the Tuesday class and circulate it to all other students.

Wikipedia Article: Groups of three to four will work throughout the term on a Wikipedia article on a topic of this class. It should either be an entirely new article or the thorough revision of an existing entry. The draft article will be circulated among the entire class by week 9 and discussed in the subsequent classes. On the basis of the feedback, the group produces a final version and uploads it to Wikipedia.

Research Essay: You will produce a 15-20 page paper on one of the key topics discussed in class. It should address of the theoretical points and can focus on one or several case studies. The essay should be written as an academic paper, including footnotes and bibliography. The topic should be agreed with me before you start writing.

Format:
All written materials should be in Times New Roman, 12-point font and double-spaced (except handouts). Make sure to use one citation style consistently, to proof-read the materials, to avoid colloquialism and filling words (‘I think...’), and be concise.
All presentations should be held without reading, be concise and stick to the time limit. Be respectful of other’s time and make sure to engage the rest of the class.

**Background and Overview:**


**Useful Links:**
Minorities at Risk: [http://www.cidcm.umd.edu/mar/](http://www.cidcm.umd.edu/mar/)
Democracy and Deep-Rooted Conflict: [http://www.idea.int/publications/democracy_and_deep_rooted_conflict/home.htm](http://www.idea.int/publications/democracy_and_deep_rooted_conflict/home.htm)
JEMIE - Journal on Ethnopolitics and Minority Issues in Europe: [http://www.ecmi.de/jemie/](http://www.ecmi.de/jemie/)
MOST - Journal on Multicultural Societies: [www.unesco.org/shs/jms](http://www.unesco.org/shs/jms)

**Relevant Journals:**
Nations and Nationalism
Ethnic and Racial Studies
Ethnopolitics
Nationalities Papers
Democratization
Journal of Democracy

**Week 1: 20, 22 January 2009**

**Introduction: Democracy and Nationalism**


**Week 2: 27, 29 January 2009**

**Diversity Before Modernity**


Case Studies: Britain, Spain, France, Ottoman Empire

**Week 3: 3, 5 February 2009**  
**States Making Nations, Nations Making States**


Graham Robb, The Discovery of France. A Historical Geography from the Revolution to the First World War (New York and London: W.W. Norton, 2007), Chapter 1-4 (esp. 1, 4)


Case Studies: France, Balkans

**Week 4: 10, 12 February 2009**  
**Western Models of States, Nations and Democracy in the Developing World**


**Week 5: 17, 19 February 2009**  
**The Causes of Ethnic Conflict: Explaining Exclusion and Solidarity**


**Week 6: 24, 26 February 2009**  
**Democratization and Ethnic Conflict**


Case Study: former Yugoslavia

**Week 7: 3, 5 March 2009**

**State, Nation and Democracy Building**


Case Study: Baltic States, Israel

**Week 8: 10, 12 March 2009**

**Ethnic Cleansing and Democracy**


Case Study: Greece-Turkey, former Yugoslavia

**17, 19 March 2009: Spring Break**

**Week 9: 24, 26 March 2009**

**The Partition Debate: Alternatives to Accommodation?**
Alexander B. Downes, More Borders, Less Conflict? Partition as a Solution to Ethnic

Chaim Kaufman, When All Else Fails: Ethnic Population Transfers and Partitions in the
Twentieth Century, International Security, Vol. 23, No. 2. (Autumn, 1998), pp. 120-
156.

Gurharpal Singh, “Resizing and Reshaping the State: India from Partition to the
Present,” Brendan O’Leary, Ian Lustick, Thomas Callaghy (eds), Rightsizing the
138-167.

O’Leary, Ian Lustick, Thomas Callaghy (eds), Rightsizing the State. The Politics of

Erin Jenne, “The Paradox of Ethnic Partition: Lessons from De Facto Partition in


Case Studies: India- Pakistan

Week 10: 31 March, 2 April 2009
Minority Rights

Will Kymlicka, Introduction, Will Kymlicka (ed.), The Rights of Minority Cultures

Stephen D. Krasner and Daniel T. Froats, “Minority Rights and the Westphalian
Model,” David A. Lake and Donald Rothchild (eds), The International Spread of Ethnic

Max Ploeg, “Democratic Theory and Minority Rights: Internal and Extrenal Group
Rights in a Global Democracy,” International Journal on Minority and Group Rights,
Vol. 10 (2003), pp. 55-82.

Erin K. Jenne, Ethnic Bargaining: The Paradox of Minority Empowerment
Institutions in Diverse Society (Cornell: CUP, 2006), Chapter 2.

Stephen Deets, “Reimagining the Boundaries of the Nation: Politics and the
20, No. 3 (2006), pp. 419–446.

Case Study: Eastern Europe

Week 11: 6, 9 April 2009
Sharing Power: Approaches to Diversity in Democracies

Arend Lijphart ‘Constitutional Design for Divided Societies’, Journal of Democracy,


Case Studies: Lebanon, Northern Ireland

**Week 12: 14, 16 April 2009**

**Imposing Democracy on Diverse Societies?**


Case Studies: Iraq, Bosnia and Herzegovina, Afghanistan

**Week 13: 21, 23 April 2009**

**Multiculturalism, Migration and Citizenship**


Michael Billig, Banal Nationalism (London: Sage, 1995), Chapter 5

Case Studies: Canada, USA, Australia

**Week 14: 28, 30 April 2009**

**Conclusion: Identity and Democracy between Toleration and Violence**


Will Kymlicka, Multicultural Odysseys (Oxford: OUP, 2007), Chapter 7, 8.