Nations, States, and Boundaries
Syllabus
INTL-I206, Section 18148, spring 2013
Tuesday, Thursday 11:15 AM - 12:30 PM, AC OO2
I reserve the right to change the syllabus and course content

Instruction
Professor: Olga Kalentzidou
Office: Woodburn Hall 335
Office Hours: Wednesdays 10:00 AM – 12:00 PM and by appointment (call: 856-1816 to schedule an appointment)
Email: okalentz@indiana.edu

Course Description
This course provides an introduction to the nature and role collective identities play in the emergence and development of nation-states around the globe. Particular emphasis will be placed on the historical processes that have spurred the emergence of nationalism and the continuing presence of inter- and intra-national conflicts. Among the topics to be covered are the effects of decolonization, transnationalism and globalization on the contemporary configuration of group identities; how differences in identity affect concepts of belonging and citizenship; and the many facets of conflict around the world.

Course Goal
By the end of this course students will be able to demonstrate how collective identities shape national and international discourses, actions and policies.

Learning Outcomes and Student Learning

<table>
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<tr>
<th>Outcomes</th>
<th>Student Learning</th>
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| 1. Interpret the role historical and social conditions play in the formation of collective identities, nation-states and international conflicts | A. Research an international conflict in order to demonstrate how the identities of different actors have contributed to its emergence and development  
B. Identify and explain the collective identities of the actors in the international conflict assignment  
B. Identify the manner through which collective identification is exhibited through the ethnic restaurant visit assignment |
| 2. Think ethically about global issues, inequalities, and one’s efficacy in the world | A. Reflect on the importance and relevance of collective identification in Event 2  
B. Participate in class discussions and activities about the role of ethnic difference, conflict and international intervention using examples around the globe  
C. Complete the GPI, and the Summary and Reflection assignment  
D. Evaluate the moral and ethical consequences of decisions taken by the international community, state actors and individuals in resolving or continuing the international conflict  
E. Communicate the results of your team work to your peers and to an expert in the field of foreign affairs |
| 3. Apply an interdisciplinary and international body of theory, resources, and methods regarding nationalism and ethnic identification | A. Compare, critique, and evaluate different types of readings such as academic articles, opinion papers and investigative journalism.  
B. Hone your critical reading skills by comparing contrasting points of view in your essays and comprehension assignments  
C. Acquire information from relevant library sources in your team project and reflection essays  
D. Demonstrate knowledge of world geography using maps in your conflict analysis and ethnic restaurant |
### Essay
C. Adjust your writing style to suit different audiences:
from the formal style required in the Project Proposal to
the structured style of the Opinion Paper to the reflective
style of the event essay

### Class Readings
5. Additional reading materials are available in Pdf format on the Oncourse class site

### How your grade is figured
You cannot get an A in this class if you do not: show up regularly, do the readings, speak up, engage in team work and generally be visible and collegiate. I firmly believe that it is your responsibility to learn and to engage in academic debates. Although I am responsible for guiding you through the content of this class, a substantial part of your learning will take place outside regular class time.

<table>
<thead>
<tr>
<th>A. Participation</th>
<th>35 points</th>
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<tbody>
<tr>
<td>Comprehension Assignments (CA)</td>
<td>18 points (6@3pts)</td>
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<tr>
<td>General participation</td>
<td>17 points</td>
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<tr>
<td>B. GPI completion</td>
<td>5 points</td>
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<tr>
<td>C. Ethnic Restaurant Visit</td>
<td>10 points</td>
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<tr>
<td>D. Team project (International Conflict Analysis)</td>
<td>40 points</td>
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<tr>
<td>Proposal</td>
<td>10 points</td>
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<tr>
<td>Progress Report 1</td>
<td>5 points</td>
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<tr>
<td>Progress Report 2</td>
<td>5 points</td>
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<tr>
<td>Class Presentation</td>
<td>10 points</td>
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<tr>
<td>Opinion Paper</td>
<td>10 points</td>
</tr>
<tr>
<td>E. Summary and Reflection</td>
<td>10 points</td>
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</table>

The grade distribution will be as follows:

- 99-100% A+
- 93-98% A
- 90-92% A-
- 88-89% B+
- 83-87% B
- 80-82% B-
- 78-79% C+
- 73-77% C
- 70-72% C-
- 68-69% D+
- 63-67% D
- <59% F

There will be no curve in assigning grades and no extra credit will be given. No late assignments will be accepted.

### Assignment Mechanics
Unless otherwise specified, all assignments should be uploaded to Oncourse as Word documents in Font Times 12, double spaced with 1 inch margins throughout. Include page numbers and title each word document either by Team#_Title of Assignment, or Last Name_Title of Assignment. All assignments should include a title and your name or team members’ names. Failure to adhere to these instructions will result in point deduction and/or dismissal of the assignment.
Rubrics for the majority of the assignments can be found under Resources.
A. Participation
This class is based on active learning strategies that involve team work and discussion. You will be assigned to teams of 3-4 people and stay with your team for the entirety of the semester. The class is taught in AC C002, an innovative classroom that facilitates this type of learning. However, if you do not show up in class regularly (see below), you will not be a full participant. I expect you to **always bring a copy of the readings with you in class** (either in a hard copy or on your laptop), read critically before you come to class, and engage in meaningful discussions, group work, completion of comprehension assignments, worksheets and related activities, peer review of select assignments and active listening. Simply attending the class will not earn you full participation points.

**Attendance trivia:** You are allowed 2 absences. Allowed absences include illness, personal, university sanctioned activities, religious (http://teaching.iub.edu/policies_religious.php), or military commitments. After those 2 absences, I will deduct 2 points per absence. I will not excuse any absences past 2, so do not ask. Try not to be late in class as this is rude and disruptive.

B. GPI
As a student in this course, you are expected to complete the Global Perspective Inventory (GPI) twice this semester. Instructions for doing so are included below. The GPI should take approximately 15-20 minutes to complete.

1. Please go to https://gpi.central.edu/index.cfm
2. Click on “Complete It!” at the top of the website page.
3. When asked for the four-digit access code, use: 1074 (Pretest), 1090 (Post Test).
4. Respond to the items, which include a few biographical questions and your student ID.

C. Ethnic Restaurant Visit (2-3 pages): This assignment asks you to use what you have learned about the nature of ethnic and national identity as a means of expressing cultural difference. Visit an ethnic restaurant in Bloomington and write a reflection regarding the manner in which ethnicity and/or national identification are exhibited in the eatery. When reflecting on your dining experience in the restaurant, provide three distinct answers in clear prose:

A. Describe the location, date and time of your visit to the restaurant. Include why you chose this particular eatery and whether you dined alone or with friends. This section of your reflection has to be brief.

B. Analyze why this restaurant is ethnic by taking into consideration the following questions:
   - who is the intended audience for this restaurant and why?
   - why do you think this restaurant is ethnic? What are some of the elements that make you think so?
   - why do you believe that the food this restaurant serves represents a specific area/country/region of the world?
   - how is the ethnic identity of the owners portrayed in the restaurant décor, food and other material surroundings?

C. Analyze how your dining experience contributes to your understanding about cultural difference. In answering this question take into account the following:
   - from which class readings can you draw in to better explain/justify your reflection?
   - what have you learnt about the particular country/region/area of the world that this restaurant projects?

**DO NOT:**
   - provide a detailed description of everything you ate, how you were served or all the different types of artifacts on the wall.

**DO:** take the dining experience as an opportunity to evaluate your own assumptions about culture, national and ethnic identity.

D. Team Project: International Conflict Analysis
   **Scenario:** you are a team of experts who are charged with the task of writing an opinion paper for the Atlantic Council. In your Proposal you should clearly state your argument and support it with credible academic sources. The final Opinion Paper is advisory in nature and aims to: a. summarize and explain the particulars of an international issue, and b. to offer recommendations as to its solution and its possible effect(s) on shaping international or interstate policies. In all stages of this exercise, a thorough research and explanation of the issue necessitates:
   - Distinguishing between the collective identities of the actors involved – identify all the different ethnic or religious groups involved
   - Interpreting the social, political or economic conditions that influence the creation of the conflict
   - Explaining the historical and socio-political context of the problem
   - Inferring the degree to which moral, ethical or policy decisions made by international organizations/state actors/individuals may have influenced or will be contributing to the intractability of the problem
   - Choose one of the following areas: Central African Republic, Afghanistan, China/Japan, South China Sea, Burma, Mali, Syria, Kurdistan, Colombia, Georgia
Documents:
a. Maps that clearly show the geography of the area studied
b. Readings:
   1. at least 4 theoretical sources from our course readings about nationalism, state formation and identity discourse
   2. Additional academic articles about national/ethnic identity and conflict resolution written about the particular area/country/region in which the conflict is situated (at least 4)
c. Historical documentation of the issue
d. For your presentation: primary sources, such as videoclips, newspaper articles (at least 1 in a foreign language), commentaries and opinion pieces from the Atlantic Council, the Council for Foreign Relations, Al-Jazeera and Foreign Affairs

Task: prepare a Proposal, two Progress Reports, a 10 minute in-class presentation (presented by 1 member of your team) and an Opinion Paper (written collaboratively) which will be reviewed and graded by me and an expert from the Atlantic Council.

Proposal (2 pages): This assignment has a preliminary version so that you may get feedback on your work.

Preliminary Proposal: Provide a description of your topic and present your argument in a clear and concise manner. Attach an annotated bibliography of relevant academic sources (per instructions above). Do not use Wikipedia, other on-line encyclopedias and lecture notes.

Final Proposal (2 pages): Provide a revised description of your topic and present your argument in a clear and concise manner. Attach your final bibliography of relevant academic sources (per instructions above). Do not use Wikipedia, other on-line encyclopedias and lecture notes.

Progress Report 1 (1 page): Provide a summary of each team member’s findings and efforts. Add any pertinent information that you have found since your last report. Highlight any conflicts within your team and concerns about your presentation.

Progress Report 2 (1 page): provide an outline of your presentation and what multimedia you will be using

Presentation: present your team findings in class at the designated date and time. Presentation should not exceed 10 minutes.

Opinion Paper (2 pages): Based on your original proposal, compose an opinion essay by summarizing your findings and offering a commentary regarding policy recommendations. More details and a mock-up of this assignment will be given at a later date.

Evaluation: You will be evaluated based on the quality and quantity of your involvement in your team. Collaborate with your fellow team members regularly through in-class activities and on-line forums (assigned later in the semester and monitored by me). Peer evaluation is an integral part of this assignment: all team members may not get the same grade; this is largely based on how equally you shared the burden of research with the other members in your team.

E. Summary and Reflection (2-3 pages): each student will summarize all team presentations and reflect on how their content has contributed to their understanding of the role and relevance of collective identities in the international conflicts presented in class. More details about the content for this assignment will be posted on Oncourse (under Resources).

I strongly encourage you to use the expertise of Michael Courtney (micourtn@indiana.edu), the International Studies Librarian to seek appropriate guidance for references. You may also consult the web site for INTL I 206. The site can be found at: http://www.libraries.iub.edu/index.php?pageId=3786.

Additional information about where to locate your sources, how to do bibliographic research and the types of journals to use will be given later in the semester, discussed in class and/or posted on Oncourse (under Resources).

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Out of Class Activities</th>
<th>In-Class Activities</th>
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<tbody>
<tr>
<td>1/8</td>
<td></td>
<td>Instructor and student introductions Review of Syllabus</td>
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<tr>
<td></td>
<td></td>
<td><strong>PART I: Foundations (weeks 1-4)</strong></td>
</tr>
<tr>
<td>1/10</td>
<td>Topic: Why is the study of collective identities important?</td>
<td>In class activity: Mapping Collectivities, Mapping Oneself</td>
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</tbody>
</table>
| 1/15 | Topic: How do we define a nation? What is the difference between a state, a nation and a nation-state?  
   - Renan, “What is a Nation?”(*) | CA 1 discussed in class  
   Complete GPI online |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic: Definitions and Origins of Nationalism</th>
<th>Teams assigned</th>
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<tbody>
<tr>
<td>1/17</td>
<td>Smith, “Ethno-Symbolism and the Study of Nationalism” (<strong>), Gellner, “Nationalism and Modernity” (</strong>), Anderson, “Imagined Communities”</td>
<td>CA 1 due, CA 2 discussed in class, Compare and contrast the authors’ understanding of the nature, emergence and scope of nationalism</td>
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<td></td>
<td>Connor, “A Nation is a Nation, is a State, is an Ethnic Group, is a..” (*)</td>
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<tr>
<td>1/22</td>
<td>Topic: Symbols and Myths Wilk, “Food and Nationalism: the Origins of “Belizean Food”.”</td>
<td>CA 2 due</td>
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<td></td>
<td>Eriksen, “Ethnicity and Nationalism” (<strong>), Balibar, “Racism and Nationalism” (</strong>), CA 1 due, CA 2 discussed in class</td>
<td>Discuss the importance of myths and cultural practices in the maintenance of collective identities</td>
</tr>
<tr>
<td>1/24</td>
<td>Topic: What is the relationship of nationalism to race and ethnicity? Eriksen, “Ethnicity and Nationalism” (<strong>), Balibar, “Racism and Nationalism” (</strong>), CA 3 discussed in class</td>
<td></td>
</tr>
<tr>
<td>1/29</td>
<td>Topic: How does nationalism relate to statehood? Smith, “Civic and Ethnic Nationalism” (<strong>), Billig, “Banal Nationalism” (</strong>), CA 3 due, CA 4 discussed in class: Discussion of types of nationalism and their importance in defining collectivities around the world</td>
<td></td>
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<tr>
<td>1/31</td>
<td>Topic: The State and Its Symbols Hobbsbawn, “The Invention of Tradition”(*)</td>
<td>CA 4 due</td>
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2/5: Doing research and finding appropriate sources (Michael Courtney)  
2/7: Event Reflection Q&A session

**PART II: Nationalism and Conflict (weeks 6-9)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic: Why do groups engage in conflict? Jesse, Neal and K. P Williams, Chapter 2: Levels of Analysis and Ethnic Conflict, pp. 31-76</th>
<th>Event Reflection Due: February 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/12</td>
<td>CA 5 discussed in class, CA 4 discussed in class: Discussion of types of nationalism and their importance in defining collectivities around the world</td>
<td></td>
</tr>
<tr>
<td>2/14</td>
<td>Topic: Why do groups engage in conflict? (cont.) Jesse, Neal and K. P Williams, Chapter 2: Levels of Analysis and Ethnic Conflict, pp. 31-76</td>
<td>Preliminary Proposal Due</td>
</tr>
</tbody>
</table>

2/19: Discussion of Preliminary Proposal

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic: International responses to ethnic conflict Jesse, Neal and K. P Williams, Chapter 2: Levels of Analysis and Ethnic Conflict, pp. 61-76</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2/21</td>
<td>CA 5 due, Case study: Israel and Palestine</td>
<td></td>
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<tr>
<td>2/28</td>
<td>CA 5 discussed in class</td>
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<tr>
<td>3/5</td>
<td>Topic: Conflict in Africa Case study: TBD</td>
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<tr>
<td>3/7</td>
<td>Topic: Conflict in Asia Case study: TBD</td>
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</tbody>
</table>

3/9-3/17 SRING BREAK – classes do not meet

**PART III: Globalization, Citizenship and Nationalism (weeks 11-13)**
### [INTL-I206, Nations, States and Boundaries] Spring 2013 Syllabus

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic: Globalities: Transnationals, diasporas and cosmopolitans</th>
<th>In-class activity</th>
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</thead>
<tbody>
<tr>
<td>3/19</td>
<td>Mann, “Has Globalization Ended the Rise and Rise of the Nation-State? (**”)</td>
<td>Team working session</td>
</tr>
<tr>
<td>3/26</td>
<td>Held, “Culture and Political Community – National, Global and Cosmopolitan”</td>
<td>CA 6 due</td>
</tr>
</tbody>
</table>

**3/28: Team working session: Presentation Q&A**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic: Global Identities in Flux</th>
<th>Progress Report 2 due</th>
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<tbody>
<tr>
<td>4/2</td>
<td>Lecture with Jeff Lightfoot</td>
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<tr>
<td>4/4</td>
<td>Teams 1-3/Teams 4-6</td>
<td>Preliminary Opinion Paper due: April 5</td>
</tr>
<tr>
<td>4/9&amp;4/11</td>
<td>Teams 7-8/Teams 9-10</td>
<td>Opinion Paper due (Final): April 19</td>
</tr>
<tr>
<td>4/23&amp;25 (Free week)</td>
<td>Class wrap up</td>
<td>Reflection papers due: April 23</td>
</tr>
</tbody>
</table>

### Other important Matters

- There will be no curve in assigning grades and no extra credit will be given. No late assignments will be accepted.
- The best way to contact me is via email. I will not respond to requests during the weekend. A meeting in person can be almost always arranged within one or two days if you cannot make it to my office hours. It is inappropriate to contact me to know what you missed during an absence. I do not give out my ppt slides. If you need clarification regarding class readings, assignments and course related matters, come to my office hours or make an appointment to see me.

- If you require assistance or academic accommodation for a disability, please contact me after class, during office hours or by individual appointment. You must have established your eligibility support services through the Office for Disability Services for Students.
- Do not leave class early or come to class late without prior permission.
- Please turn off your cell phone while in class. You may use your laptop to take notes during class lectures or do research during designated times. If I see you texting on your phone, searching the web for non-class purposes, or using social media, I will ask you to leave.

- **Plagiarism** constitutes using others’ ideas, words or images without properly giving credit to those sources. If you turn in any work with your name affixed to it, I assume that work is your own and that all sources are indicated and documented in the text (with quotations and/or citations). I will respond to acts of academic misconduct according to university policy concerning plagiarism; sanctions for plagiarism can include a grade of F for the course and must include a report to the Dean of Students Office.
- Refer to the IU’s code of Student Rights, Responsibilities and Conduct for additional information. Student-instructor relations are dictated by the Family Educational Rights and Privacy Act (FERPA).