

**POLI 487**  
**Advanced Seminar in Comparative Politics: Nationalism and Ethnic Identity**  
3 credits  
Winter 2024

Instructor: Dr. Mark Paradis

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Office Hours: Mondays from 16:15-17:30 in H-1125-28; immediately after class in H-1213

Class Time: Wednesdays from 14:45-17:30

Class Location: MB 2.430 SGW

This seminar examines political identities, particularly national and ethnic identities, from a comparative perspective. Drawing on theories from political science, psychology, sociology, anthropology, and economics, we will examine the origins and nature of these identities, as well as their effects on politics. We will go in-depth on their effects on democracy, economic development, and conflict. Throughout the course, we will use examples from around the world to better understand the nature and role of political identities.

### **COURSE FORMAT**

The course will be held in-person. Since this course is a seminar, attendance is required. Students are expected to follow all public health guidelines that are in place at the time.

### **COMMUNICATIONS POLICY**

For emails with the instructor, every effort will be made to respond within 24 hours on weekdays. On weekends, the delay may be longer. For emails, you are expected to:

1. Include the course number and purpose of the email in the email subject.
2. Do not send follow-up emails within 24 hours or on weekends. If you do, both the original and follow-up emails will be ignored.
3. If your email is asking about facts found directly in the syllabus, it will be ignored (for example, asking about the date of the midterm). The syllabus is made available to all students, and it is disrespectful to expect the instructor to look up something when you are unwilling to do so.
4. Do not send messages through Moodle. I almost never check Moodle messages.

### **COURSE READINGS**

All course readings will be posted on Moodle for download. Since this is a summer class, I've tried to keep the reading load manageable. I have also tried to select a mixture of classic pieces and cutting edge new research. For most topics, I have included a list of required readings and optional readings. For the optional readings, students will only be responsible for the portion of the readings covered in lectures.

### **REQUIREMENTS**

**Participation:** 15%

This class is a seminar. Other than the first day of class, there will be no lectures. Therefore, attendance and participation are extremely important. Each week, students should come to class having read the assigned readings and prepared to discuss the topic of the week.

**Weekly Questions:** 15%

Each week, students will submit three (3) discussion questions based on the readings. These questions must be submitted on Moodle by 10pm the night before the class. Ideally, questions won't focus on a single reading, but will build links between multiple readings (although, questions on single readings may be acceptable). Each student must submit questions for 7 of the 9 discussion classes.

**Discussion Leadership:** 10%

In order to help structure the discussion each week, 1-2 students will be responsible for leading the discussion. When leading discussions, students should take extra care in doing the readings. The weekly questions are available in order to help you structure the discussion. You may use none, some, or all of the questions to structure a coherent discussion.

**Response Papers:** 20%

Twice during the semester, students will submit a 5-7 page (double-spaced) critical response paper to the readings for the chosen week. Papers should *briefly* summarize the readings and then discuss areas of strength, weakness, or opportunity for growth in the literature. Response papers are due the week after the topic is discussed in class. You may not submit a response paper for the weeks you are discussion leader.

**Research Paper:** 40%

Students will write a 20-page research paper on a topic of their choice. Papers can either be a) empirical papers or b) a critical review of the literature on a particular topic. Empirical papers require the selection of a research puzzle, the identification of a theory that could explain this puzzle (not an entire paradigm), and provide evidence that tests the proposed theory. Critical review papers *do not* simply summarize the literature on the topic. Instead, it critically analyzes the literature and suggests a typology, areas of possible synthesis, critical weaknesses, or avenues for future research. Papers must be double-spaced with normal margins. References lists and appendices do not count towards the page limit. Papers are due on April 12 by 23:59.

**LATE POLICY**

Papers must be submitted by the end of class on August 16. Papers that are not turned in on time will be penalized 5% per day. Late papers will not receive any comments and will not be accepted more than a week late. If you are having any problems in handling the course load, please speak to me ASAP. There are more solutions available if you approach me early.

**RE-GRADES**

If you believe that your grade on an assignment does not reflect the quality of your work, it is your right to request a re-grade. However, you must follow these steps:

1. You must wait 7 days before requesting a re-grade.
2. You must submit a written statement detailing why you believe your grade should be changed. You should point to specific areas of your exam/paper that you believe were graded unfairly AND explain why.
3. I will then re-grade your ENTIRE assignment. I reserve the right to RAISE or LOWER your grade.
4. After the re-grade, if you still believe that your grade is unfair, you must then follow the Department's procedures for re-grades.

### **CHANGES TO THE SYLLABUS**

I reserve the right to amend the schedule of meetings and assignments listed in this syllabus as might become necessary based on events throughout the semester. Any changes to the syllabus will be announced and students will receive an amended syllabus in writing. Copies of the most up to date syllabus can be found on the course website on Moodle.

### **SCHEDULE**

#### **Wednesday, January 17** **Introduction to the Course**

#### **Wednesday, January 24** **Social Identity**

Fearon, James. 1999. "What is Identity?" Unpublished Manuscript.

Huddy, Leonie. 2001. "From Social to Political Identity: A Critical Examination of Social Identity Theory." *Political Psychology* 22 (1): 127-156.

Huddy, Leonie and Nadia Khatib. 2007. "American Patriotism, National Identity, and Political Involvement." *American Journal of Political Science* 51 (1): 63-77.

Klandermans, P. G. 2014. "Identity Politics and Politicized Identities: Identity Processes and the Dynamics of Protest." *Political Psychology* 35 (1): 1-22.

Spears, Russell. 2021. "Social Influence and Group Identity." *Annual Review of Psychology* 72: 367-390.

#### **Wednesday, January 31** **Defining Ethnicity and Nationalism**

Bonikowski, Bart. 2016. "Nationalism in Settled Times." *Annual Review of Sociology* 42: 427-449.

Chandra, Kanchan. 2006. "What is Ethnic Identity and Does It Matter?" *Annual Review of Political Science* 9: 397-424.

Mylonas, Harris and Maya Tudor. 2021. "Nationalism: What We Know and What We Still Need to Know." *Annual Review of Political Science*. 24: 109-132.

Fearon, James and David D. Laitin. 2000. "Ordinary Language and External Validity: Specifying Concepts in the Study of Ethnicity." Unpublished Manuscript.

Brubaker, Rogers. 2009. "Ethnicity, Race, and Nationalism." *Annual Review of Sociology* 35: 21-42.

### **Wednesday, February 7** **The Nature of Identity**

Bayar, Murat. 2009. "Reconsidering Primordialism: An Alternative Approach to the Study of Ethnicity." *Ethnic and Racial Studies* 32 (9):

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

Kaufmann, Eric. 2017. "Complexity and Nationalism." *Nations and Nationalism* 23 (1): 6-25.

Goode, J. Paul and David R. Stroup. 2015. "Everyday Nationalism: Constructivism for the Masses." *Social Science Quarterly*. 96 (3): 717-739.

Druckman, Daniel. "Nationalism, Patriotism, and Group Loyalty: A Social Psychological Perspective." *Mershon International Studies Review* 38: 43-68.

### **Wednesday, February 14** **Instructor at Workshop (No Class)**

### **Wednesday, February 21** **The Nature of Identity – Psychology**

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.

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.

Pietraszewski, David, Oliver Scott Curry, Michael Bang Petersen, Leda Cosmides, and John Tooby. 2015. "Constituents of Political Cognition: Race, Party Politics, and the Alliance Detection System." *Cognition* 140: 24-39.

Leech, Beth L., and Lee Cronk. 2017. "Coordinated Policy Action and Flexible Coalitional Psychology: How Evolution Made Human So Good at Politics." *Cognitive Systems Research* 43: 89-99.

Bayram, A. Burcu. 2019. "Nationalist Cosmopolitanism: The Psychology of Cosmopolitanism, National Identity, and Going to War for the Country." *Nations and Nationalism* 25 (3): 757-781.

**Wednesday, February 28**

**Reading Week (No Class)**

**Wednesday, March 6**

**Paper Writing Workshop**

**Wednesday, March 13**

**Ethnic Voting in Democracies**

Houle, Christian, Paul D. Kemp, and Chunho Park. 2018. "The Structure of Ethnic Inequality and Ethnic Voting." *Journal of Politics* 81 (1): 187-200.

Houle, Christian. 2018. "Does Ethnic Voting Harm Democracy?" *Democratization* 25 (5): 824-842.

Carlson, Elizabeth. 2015. "Ethnic Voting and Accountability in Africa: A Choice Experiment in Uganda." *World Politics* 67 (2): 353-385.

Dunning, Thad and Lauren Harrison. 2010. "Cross-Cutting Cleavages and Ethnic Voting: An Experimental Study of Cousinage in Mali." *American Political Science Review* 104 (1): 21-39.

Huber, John D. 2012. "Measuring Ethnic Voting: Do Proportional Electoral Laws Politicize Ethnicity?" *American Journal of Political Science* 56 (4): 986-1001.

**Wednesday, March 20**

**Democratic Institutions and Stability**

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

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

Beisinger, Mark R. 2008. "A New Look at Ethnicity and Democratization." *Journal of Democracy* 19 (3): 85-97.

Reilly, Benjamin. 2002. "Electoral Systems for Divided Societies." *Journal of Democracy* 13 (2): 156-170.

Noury, Abdul and Gerard Roland. 2020. "Identity Politics and Populism in Europe." *Annual Review of Political Science* 23: 421-439.

### **Wednesday, March 27**

#### **Ethnic Conflict**

Sambanis, Nicholas. 2001. "Do Ethnic and Nonethnic Civil Wars Have the Same Causes?" A Theoretical and Empirical Inquiry." *Journal of Conflict Resolution* 45 (3): 259-282.

Sambanis, Nicholas. 2000. "Partition as a Solution to Ethnic War: An Empirical Critique of the Theoretical Literature." *World Politics* 52 (4): 437-483.

Sambanis, Nicholas and Moses Shayo. 2013. "Social Identification and Ethnic Conflict." *American Political Science Review* 107 (2): 294-325.

Posen, Barry R. 1993. "The Security Dilemma and Ethnic Conflict." *Survival* 35 (1): 27-47.

Shain, Yossi and Aharon Barth. 2003. "Diasporas and International Relations Theory." *International Organization* 57 (3): 449-479.

### **Wednesday, April 3**

#### **Nationalism and Conflict**

Brubaker, Rogers, and David D. Laitin. 1998. "Ethnic and Nationalist Violence." *Annual Review of Sociology* 24: 423-452.

Choi, Seung-Whan. 2022. "Leader Nationalism, Ethnic Identity, and Terrorist Violence." *British Journal of Political Science* 52: 1151-1167.

Lawrence, Adria S. 2010. "Triggering Nationalist Violence: Competition and Conflict in Uprisings Against Colonial Rule." *International Security* 35 (2): 88-122.

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.

van Evera, Stephen. 1994. "Hypotheses on Nationalism and War." *International Security* 18 (4): 5-39.

### **Wednesday, April 10**

#### **Economic Development and Public Goods**

Collier, Paul. 2000. "Ethnicity, Politics and Economic Performance." *Economics and Politics* 12 (3): 225-245.

Baldwin, Kate and John D. Huber. 2010. "Economic versus Cultural Differences: Forms of Ethnic Diversity and Public Goods Provision." *American Political Science Review* 104 (4): 644-652.

Fukuyama, Francis. 2018. "Against Identity Politics: The New Tribalism and the Crisis of Democracy." *Foreign Affairs* 97 (5): 90-102.

## **INTELLECTUAL PROPERTY**

Content belonging to instructors shared in online courses, including, but not limited to, online lectures, course notes, and video recordings of classes remain the intellectual property of the faculty member. It may not be distributed, published or broadcast, in whole or in part, without the express permission of the faculty member. Students are also forbidden to use their own means of recording any elements of an online class or lecture without express permission of the instructor. Any unauthorized sharing of course content may constitute a breach of the Academic Code of Conduct and/or the Code of Rights and Responsibilities. As specified in the Policy on Intellectual Property, the University does not claim any ownership of or interest in any student IP. All university members retain copyright over their work.

## **PLAGIARISM**

### **Department of Political Science Statement on Plagiarism**

The Department of Political Science has zero tolerance for plagiarism.

1. What is plagiarism? The University defines plagiarism as "the presentation of the work of another person, in whatever form, as one's own or without proper acknowledgement" (Concordia Undergraduate Calendar 2020-2021, section 17.10.3 (<https://www.concordia.ca/academics/undergraduate/calendar/current/17-10.html>)). Plagiarism is an academic offence governed by the Code of Conduct (Academic). To find out more about how to avoid plagiarism, see the Concordia University Student Success Centre at: <https://www.concordia.ca/students/success.html>
2. What are the consequences of being caught? Students caught plagiarizing are subject to the following sanctions: (a) a written reprimand; (b) a piece of work be re-submitted; (c) an examination be taken anew; (d) a grade reduction or grade of zero for the piece of work in question; (e) a grade reduction or failing grade for the course; (f) a failing grade and ineligibility for a supplemental examination or any other evaluative exercise for the course; (g) the obligation to take and pass courses of up to twenty-four (24) credits in addition to the total number of credits required for the student's program; (h) suspension for a period not to exceed six (6) academic terms. Suspensions shall entail the withdrawal of all University privileges, including the right to enter and be on University premises; (i) expulsion from the University. Expulsion entails the permanent termination of all University privileges. In the case of a student who has already graduated, the only two available sanctions are (i) a notation on the student's academic record that he or she has been found guilty of academic misconduct; or (ii) a recommendation to Senate for the revocation of the degree obtained. (Undergraduate Calendar, p. 58). Complete regulations can be found in section 17.10.3 of the Undergraduate Calendar.

3. See also The Political Science Department's "Resources on Avoiding Plagiarism" at: <https://www.concordia.ca/artsci/polisci/student-life/students.html#plagiarism> and the full (and updated) Academic Code of Conduct here: <http://www.concordia.ca/content/dam/common/docs/policies/official-policies/Academic-Code-Conduct-2015.pdf>.

### **EXTRAORDINARY CIRCUMSTANCES**

For undergraduate courses & courses that are cross-listed with graduate courses:

In the event of extraordinary circumstances and pursuant to the [Academic regulations - Concordia University](#) - Concordia University, the University may modify the delivery, content, structure, forum, location and/or evaluation scheme. In the event of such extraordinary circumstances, students will be informed of the changes.

### **STUDENTS WITH DISABILITIES**

Concordia University is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Access Centre for Students with Disabilities (ACSD) as soon as possible so that this office can assist with the necessary accommodations.

### **SEXUAL HARASSMENT**

As a professor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. If you have experienced sexual harassment, sexual violence or discrimination, Concordia's Sexual Assault Resource Centre provides information available resources: <https://www.concordia.ca/students/sexual-assault.html>.