



# RICHMOND

THE AMERICAN INTERNATIONAL

## UNIVERSITY

IN LONDON

### Rome Study Center

**Department of Humanities, Social Sciences and  
Communications**

<b>COURSE:</b>	PLT 331 - The Politics of Ethnicity and Identity (3 credits)
<b>SEMESTER:</b>	Fall 2012
<b>INSTRUCTOR:</b>	Gabriele Simoncini (Ph.D.)
<b>CLASS LOCATION:</b>	Y (Piazza S. Andrea della Valle, 6)
<b>SCHEDULING:</b>	Monday & Wednesday
<b>OFFICE:</b>	PIAZZA S. ANDREA DELLA VALLE, 6 – ROMA
<b>OFFICE HOURS:</b>	After class or by appointment.
<b>OFFICE PHONE:</b>	+ 39 06 6875296
<b>EMAIL:</b>	<a href="mailto:g.simoncini@richmondinrome.it">g.simoncini@richmondinrome.it</a>
<b>PREREQUISITES:</b>	N/A

### COURSE DESCRIPTION

This course examines the theoretical debate about definitions and conceptualizations of ethnicity and identity with a political and historical perspective. Major scholarly interpretations of thinkers, schools of thought, and periods covered, are considered. Priority is given to conceptualization of different theories and their historical development. European nationalism, ethnonationalism, and related ideologies are also analyzed. The program covers the relationships between nation-states, national and transnational minorities, and issues of social integration. Migration, immigration, and emigration phenomena are studied in relation to national identity and ethnicity. Experiences of ethnic cleansing and genocidal politics are also covered. Within the political arena, the course analyzes “ethnopolitics” as it relates to the issues of religion, language, demography, and territory. Focusing on the “European cultural area”, the program covers a series of case studies of current and past realities, including the Jewish, Italian, Gypsy, and German, experiences. Critical thinking and comparative analysis will be applied to achieve a clear understanding of current cultural debates and social realities.

### COURSE AIMS AND OBJECTIVES

- To introduce students to the main theoretical literature on ethnicity, identity, nationalism, and to discuss how these intersect with other forms of identity such as religion and ‘civilizations’.
- To provide students with the opportunity to explore the diversity in ethnicity, national identity, and religion of contemporary Europe.
- To explore contemporary debates about the meaning of cultural diversity and the strategies currently being deployed by government and non-government agencies to deal with diversity and social cohesion.

### LEARNING OUTCOMES

At the end of this course, successful students are expected to:

- have a critical perspective on the theories of nationalism, nation, ethnicity and identity.
- be able to apply these theoretical approaches to various case studies and demonstrate an increasing ability to put forward lucid arguments, which are based on assigned readings and current issues and debates, in written work and class discussions.

- c) be able to discuss the similarities and differences in and between Europe's national, ethnic, and religious groups and their underlying patterns.

Threshold criteria:

- 1) Students must give proof of a developed ability to conduct basic research on the politics of ethnicity and identity, and organize and present their findings in a logical and independent way.
- 2) Students must show understanding of current political events and relate them to the issues studied in class.

## **TEACHING METHODS**

A political, historical, and sociological approach to the issues of ethnicity and identity in Europe in relation to the global scenario. The class format includes lectures, discussion, team work, presentations, and audiovisual materials. The students will be asked to produce a research project, making extensive use of information and communication technology. Films, documentaries, guest speakers, and field trips are planned.

## **CLASS POLICIES**

Eating, drinking and smoking in class is prohibited. All mobile phones are expected to be switched off for the entire duration of the lecture. Students may use computers and other electronic devices during a class for note-taking and other academic purposes only with express permission from the instructor.

No student shall use any electronic device during class to:

- a. Access email,
- b. Access instant messaging services,
- c. Access the Internet,
- d. Engage in any electronic communication, or
- e. Make a video or audio recording of class activities.

Instructors have the discretion, for pedagogical reasons, to restrict or prohibit the use of computers and other electronic devices in their classrooms.

Punctuality is strongly recommended. Walking into a classroom once a lesson has already begun is considered to be quite offensive to professors in Italy. Students who need to leave the classroom during a lecture must raise their hand and ask permission. Entering and exiting a class is limited to the time the class begins, at the break (if there is a break), and at the end of the class. Entering and exiting the class outside of these times is not permitted.

Additionally, wearing hats or caps in classroom, putting one's feet on the chairs, slouching against the walls or the furniture, failing to acknowledge the presence of the instructors or interrupting their conversation are considered extremely disrespectful behaviours.

## **ATTENDANCE POLICY**

A demonstrably regulated attendance policy is required by our accreditation bodies. Attendance is also of key pedagogical importance. Successful progress towards a degree depends on the full cooperation of both students and faculty members. Most courses at Richmond utilize lectures and classroom discussions, which means that regular attendance and active participation in classes are essential parts of the educational process.

Attendance is required in all courses. In any course, students who accumulate more than the permitted number of absences, regardless of the reason, will receive an attendance failure (grade of F) unless they withdraw from the course.

**In courses that meet twice per week, students may not have more than four absences.**

**In courses that meet once per week, students may not have more than two absences.**

**In summer sessions, due to the intensive nature of the classes, students may not have more than two absences.**

N.B: The instructor reserves the right to modify meeting times, places and the monuments visited when and if necessary for the educational benefit of the class or due to constraints imposed by unforeseen circumstances. Communication about such changes will be effected via group email messages or verbally in class prior to the date of the affected class. It is the individual student's responsibility to stay informed of any such changes.

### **Absence Recording**

Attendance is taken regularly by instructors. Attendance in all courses is taken from the first day of the semester, including Add/Drop week.

Absences are recorded within the attendance monitoring system as "excused" or "unexcused". It is entirely at the individual instructor's discretion whether or not to accept an excuse on the part of a student regarding an absence. **The instructor's decision is final.**

Students should note in particular that illness does not automatically excuse an absence from class, as the policies detailed above are designed with expectations as to material to be covered in the course, and in consideration of the connection between contact hours and credit awarded (for further information, see under "Student Status"). In other words, if absence due to illness means that, in the instructor's judgment, course work cannot be satisfactorily completed, the absence(s) will not be excused. If the number of unexcused absences exceeds that detailed above, regardless of the reason, an attendance failure should be issued.

Any absence from a class session does not exempt a student from the completion of all required work for a course. The student is responsible for making up any missed work, and for covering the material covered in any missed class session.

Students with a disability must provide the Program Director with the appropriate documentation in accordance with the instructions outlined at: <http://www.richmond.ac.uk/content/student-affairs/students-with-disabilities.aspx> . The Program Director will then inform the Registrar's Office, who will liaise with instructors. Reasonable accommodation will be made for students with disabilities with regard to attendance (for instance if a hospital appointment cannot be rescheduled), but the points above concerning material to be covered in class must be observed by all students.

It should also be emphasized that if a student is late for a class session, and enters after attendance has been taken (and an absence has been registered), it is his or her responsibility to alert the instructor to this immediately after class. Changing an attendance entry from "absent" to "late" is entirely at the discretion of the instructor, and such a change will not be considered at any other time than the actual date of the late entry. Students must make themselves aware of any additional policies regarding lateness that an instructor may specify in the course syllabus, and adhere to these.

### **ASSESSMENT**

Student work is assessed through a variety of ways using both formative and summative approaches. Feedback is intended to help improve student approach to learning and achieve better results. Assessment varies across the range of classes and disciplines.

The university's final examination schedule is published in advance in the official academic calendar. Exams are usually held in the same timeslots as class sessions. The dates of the official exam period are published in advance. Students are responsible for remaining in Rome until the end of the official examination period – the university reserves the right to make any necessary changes to the schedule.

The University is in compliance with the UK Equality Act (2010), and the Registrar's Office arranges a variety of special provisions in exams for students who have declared a disability. Students must follow the requirements outlined at <http://www.richmond.ac.uk/content/student-affairs/students-with-disabilities.aspx> for these arrangements to be made. The student and instructor are informed of the provisions after the final day to withdraw from classes.

ASSESSMENT CRITERIA	WEIGHTING	DATE ASSESSED
Mid-Term Exam	20 %	Wednesday, November 12 <sup>th</sup>
Final Exam	25 %	Wednesday, December 12 <sup>th</sup>
Research Paper	30%	due on Wednesday, December 3 <sup>rd</sup>
Presentations and reports	25%	
Total	100 %	

### Mid-Term Exam

**Wednesday, November 7<sup>th</sup>**

The exam will have two parts of equal value. The first part is an essay, the student will choose one theme out of three proposed, and will write a well organized essay. The second part of the exam consists of ten terms to be concisely defined.

### In-class written reports:

Based on weekly assignments, films, guest speakers, and field trips.

### Presentations (oral reports):

Students are requested to give a short individual or team presentation on a specific topic of their choice related to the class program. The presentation will be well-organized, concise, and include (when opportune) audiovisual and electronic materials.

### Final Research paper:

**Due on Wednesday, December 3<sup>rd</sup>**

Students must produce a final research project (circa 3000 words) on an agreed topic that has coherent structure, articulated argumentation and draws on material that has been researched and selected through independent study.

The topic should be precisely defined and worth of investigation. In order to produce their final paper, students will keep a portfolio of research materials during the semester. The portfolio will be shared with, and evaluated by the instructor. The production of the final paper is a work in progress during the semester. According to school policy students cannot present the same paper for two (or more) different courses, such act will result in an “F” grade.

### Paper format:

- Cover page: title, student’s name, course name, instructor’s name, semester, and year.
- Text pages: a well organized research paper with:
  - an introduction,
  - a body with critical analyses and evidence presented,
  - a conclusion.
- Standard English style with footnotes (when appropriate) is requested.
- Additional materials (when appropriate) - charts, maps, photos, other materials.
- Bibliography pages, listing the journal articles and electronic references.

### Note:

Handwritten papers are not accepted. Late papers may not be accepted. Plagiarism will result in an “F” grade.

### Final Exam:

**Wednesday, December 12<sup>th</sup>**

The exam will cover the entire semester programme. The exam will have two parts of equal value. The first part is an essay, the student will choose one theme out of three proposed, and will write a well organized essay. The second part of the exam consists of ten terms to be concisely defined.

**Please note that according to academic regulation, make up examinations will only be given in the event of medically documented illness or family death. Students leaving the program early will not be granted credit. Please make travel arrangements in accordance with this pre-arranged course schedule.**

## **MARKING SCHEME**

The requirements for each piece of assessed work are clearly specified in the assignment details. However, the following general criteria apply to all work:

**Grade A** applies only to the exceptional piece of work which:

- has continued beyond the B grade band to develop a more advanced command of the language
- gives evidence of extensive knowledge of the grammar, culture and communication elements studied
- superior (A-) or outstanding (A)

**Grade B** applies to work which:

- goes beyond the foundation level to master the language structures studied
- goes beyond the basic required knowledge
- indicates an increasing ability in written and oral communication
- has been completed with a thoroughness aimed to get the most learning out of the exercise
- good quality (B-), very good (B), or excellent (B+)

**Grade C** applies to work which:

- is basically competent, although undeveloped
- fulfils the requirements of the assignment at a foundation level, involving:
  - adequate coverage of the essential information specified, and
  - the skill to present that material coherently
- just below average (C-), average (C), or showing signs of reaching above average (C+).

**Grade D** applies to work which:

- has been done without proper understanding of the requirements
- shows very limited knowledge of grammar, culture and communication elements
- uses incorrect, or confused information
- unsatisfactory work (D-), very poor work (D) and work which is weak (D+).

**Grade F**, a fail, applies to:

- non-submission of work or work which is illegible
- late work after one extension has been given
- lacks knowledge of basic grammar, cultural and communication elements.

## **ACADEMIC DISHONESTY**

Academic dishonesty is *any action by which a student seeks to claim credit for the intellectual or artistic work of another person or uses unauthorized materials or fabricated information in any academic exercise.*

**Academic dishonesty includes** receiving or giving assistance in tests and examinations; intentionally impeding or damaging the academic work of others; submitting another person's work as your own, or providing work for this purpose; submitting work purchased from an essay mill or a ghost scholar service or an e-tutor; submitting work of your own that has been substantially edited and revised by another person, or providing an editing service for others; submitting material from a source (books, articles, internet sites) without proper citation and bibliographic reference; paraphrasing material from a source without appropriate reference and citation; submitting substantially the same piece of work in more than one course without the explicit consent of all of the instructors concerned; assisting other students in any of the above acts.

Students who are academically dishonest will receive a penalty for the work in question or the course as a whole or to their degree classification, depending on the importance of the work to the overall course grade and the judgment of the instructor and the Academic Standards Committee.

### **REQUIRED TEXTS/READING**

- Murphy A. B., (et al.), *The European Culture Area*. Fifth Edition. New York, 2009.
- Wicker H. R. (Ed.), *Rethinking Nationalism and Ethnicity*. Oxford, 1997.
- Supplementary Reading Materials to be assigned (*assigned readings - handouts*)

### **RECOMMENDED READINGS AND ADDITIONAL RESOURCES**

- Bauman Z., *Identity*. Polity, 2011.
- Tacitus C., *Germania*. Penguin, 2010.
- Checkel J.T., Katzenstein P.J. (Eds.), *European Identity*. Cambridge, 2009.
- Guibernau M., Rex J., *The Ethnicity Reader*. Oxford, 1997.
- Gellner E., Nations and *Nationalism*. Wiley-Blackwell, 2006.
- Risse T., *A Community of Europeans?* Cornell, 2010.
- Snyder T., *Bloodlands*, New York, 2010
- Dahbour O., Ishay M. R. (Eds.), *The Nationalism Reader*. Atlantic Highlands NJ, 1995.
- Dieckhoff A., Jaffrelot C., *Revisiting Nationalism: Theories and Processes*. Hurst, 2005.

### **GENERAL READINGS**

- Hearn J., *Rethinking Nationalism. A Critical Introduction*. Palgrave, 2006.
- Rothschild J., *Ethnopolitics. A Conceptual Framework*. New York, 1981.
- Miall H., *Redefining Europe*. London, 1994.
- Connor W., *Ethnonationalism. The Quest for Understanding*. Princeton NJ, 1994.
- Hutchinson J., Smith, A.D., *Nationalism*. Oxford, 1994.
- Kupchan C.A., *Nationalism and Nationalities in the New Europe*. Ithaca NY, 1995.
- Rattansi A., *Racism: A Very Short Introduction*. Oxford, 2007.
- Smith A., *The Ethnic Origins of Nations*. Blackwel, 1988.
- Olzak S., *The Global Dynamics of Race and Ethnic Mobilization*. Stanford UP, 2006.
- Farnen R. F., *Nationalism, Ethnicity, and Identity: Cross National and Comparative Perspectives*. Transaction, 2004
- Anderson B., *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso, 2006
- Huntington S., *The Clash of Civilizations: And the Remaking of World Order*. Free Press, 2011.

### **FILMS/DOCUMENTARIES**

Kusturica E., *The Time of the Gypsies*. Megahey L., *The Advocate*. Holland A., *Europa Europa*. Verhoeven P., *Black Book*. Taviani E. P., *The Lark Farm*. Bizet G., *Carmen*. De Sica V., *The Garden of the Finzi-Continis*. Wajda A., *Katyn*. Ramati A., *And the Violins Stopped Playng*. Riefenstahl L., *Triumph of the Will*. Gatlif T., *Gadjo Dilo*. Waletzky J., *Image Before my Eyes*.

### **ASSISTANCE**

The University staff and faculty are available to all students who need help with academic writing. Venues and times are announced on the academic calendar.

### **STUDENTS WITH DISABILITIES**

A student with a diagnosed learning disability must provide the Admissions Office with the appropriate documentation and a disability self-declaration form at the point of admission to the Program, or as soon as possible after enrolment. For those conditions diagnosed after enrolment, declaration to the Program Director should be made immediately upon diagnosis. The University will make all reasonable accommodations for students with disabilities, but students must report their requirements in a timely fashion in order for what can be quite complex arrangements to be made. Please see:

<http://www.richmond.ac.uk/content/student-affairs/students-with-disabilities.aspx>

**Course Schedule – Fall Semester 2012**  
**PLT 331**

**Week 1**

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Monday, September 24 – Wednesday, September 26

**Introduction. Methodology. Terminology. Identity, Ethnicity, Race, and Nation. Nationalism and Ideologies. Ethnopolitics: the politics of identity and ethnicity.**

Reading Assignments:

- Wicker, pp. 1-42.
- Assigned readings (handouts).

Recommended Additional Readings:

- Bauman Z., *Identity*. Polity 2004 pp. 1-140.
- Weber M., *What is an Ethnic Group?* In: Giubernau M., Rex J., *The Ethnicity Reader*. Oxford 1997. pp. 15-26.
- Renan E., *What is a Nation?* In: Dahbour O., Ishay M. R., *The Nationalism Reader*. Humanities Press, 1995. pp. 143-155.

Film/Documentary (complete or partial, *t.b.s.*)

**Week 2**

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Monday, October 1 – Wednesday, October 3

**The definition and development of identity in Europe. Europe as a human entity. Demography and cultural factors. Migration. Case Study: Italian plural identities.**

Reading Assignments:

- Murphy, pp. 1-24; 71-94;
- Wicker, pp. 43-72.
- Assigned readings (handouts).

Recommended Additional Readings:

- Graziano M., *The Failure of Italian Nationhood*. Palgrave, 2010. pp. 1-27.
- Levi C., *Introduction: Italian Regionalism in Context*. In: Levi C., *Italian Regionalism*. Oxford, 1996. pp. 1-32.

Film/Documentary (complete or partial, *t.b.s.*)

**Week 3**

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Monday, October 8 – Wednesday, October 10

**Identity and the pattern of languages. Language families and subfamilies. Language, dialect, and multilingualism.**

Reading Assignments:

- Murphy, pp. 95-124;
- Wicker, pp. 91-110.
- Assigned readings (handouts).

Recommended Additional Readings:

- Checkel J. T., Katzenstein P.J., *The Politization of European Identities*. In: Checkel J. T., Katzenstein P.J., *European Identity*. Cambridge, 2009. pp. 1-25.

- Risse T., *Europeization of National Identities: Explanations*. In: *A community of Europeans?* Cornell 2010. pp. 157-174.

Film/Documentary (complete or partial, *t.b.s.*)

#### **Week 4**

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Monday, October 15 – Wednesday, October 17

**Identity and geography of religion. Diffusion of Christianity. Dechristianization. Non-Christian minorities. Case Study: The Jewish experience in Rome and Italy.**

Reading Assignments:

- *Murphy*, pp. 125-160;
- *Wicker*, pp. 111-126.
- *Assigned readings (handouts)*.

Recommended Additional Reading:

- Kriwaczek P., *The Jews of Rome*. In: *Yddish Civilization*. New York, 2005. pp. 27-39.
- Kertzer D. I., *Antechamber to the Holocaust*. In: Kertzer D. I., *The Popes against the Jews*. Vintage, 2001.

Film/Documentary (complete or partial, *t.b.s.*)

#### **Week 5**

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Monday, October 22 – Wednesday, October 24

**The European state system. European state patterns of development. The twentieth-century European state. The polyethnic state.**

Reading Assignments:

- *Murphy*, pp. 161-200;
- *Wicker*, pp. 127-142.
- *Assigned readings (handouts)*.

Recommended Additional Reading:

- Simoncini G., “The Polyethnic State: National Minorities in Interbellum Poland.” *Nationalities Papers*, Special Issue, Vol. XXII, No. 1, 1994. pp. 5-28.
- Smith A. D., *Histories*. In: Smith A. D., *Nationalism*. Polity 2001. pp. 87-119.

Film/Documentary (complete or partial, *t.b.s.*)

#### **Week 6**

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Monday, October 29 – Wednesday, October 31

**European society’s development and diversification. Economic, Industrial, rural, and cultural environment. Case Study: The “Gypsy” identity in Italy and Europe.**

Reading Assignments:

- *Murphy*, pp. 201-294;
- *Wicker*, pp. 143-162.
- *Assigned readings (handouts)*.

Recommended Additional Reading:

- Council of Europe, *Factsheets on Roma History*. Strasbourg, 2010. [www.coe.int/education/roma](http://www.coe.int/education/roma)



- Fraser A., *Modern Times*. In: *The Gypsies*. Oxford, 1992. pp. 271-318.

Film/Documentary (complete or partial, *t.b.s.*)

## **Week 7**

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Monday, November 5 – Wednesday, November 7

**Monday, November 5**

**Review for Mid-Term Exam**

**Wednesday, November 7**

**\* MIDTERM EXAM**

## **Week 8**

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Monday, November 12 – Wednesday, November 14

**Europe's geography of identity and ethnicity. Identity and European urban pattern and regional variations. Case Study: The Polish identity in Europe.**

Reading Assignments:

- Murphy, pp. 295-340;

- Wicker, pp. 163-174.

- Assigned readings (*handouts*).

Recommended Additional Reading:

- Simoncini G., "National Minorities of Poland at the end of the Twentieth Century." *The Polish Review*. Vol. 43, No. 2, 1998. pp. 11-33.

- Rousseau J.J., *Consideration on the Government of Poland*. Evergreen, 2008. pp.1-118.

Film/Documentary (complete or partial, *t.b.s.*)

**\* RESEARCH PAPER TOPIC CONFIRMED**

## **Week 9**

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Monday, November 19 – Wednesday, November 21

**Europe's ethnic geography. Ethnic patterns. The immigration challenge. Immigrant ethnicity and identity.**

Reading Assignments:

- Murphy, pp. 341-374;

- Wicker, pp. 175-192.

- Assigned readings (*handouts*).

Recommended Additional Reading:

- Smith A. D., *The Ethnic Basis of National Identity*. In: *National Identity*. U. of Nevada, 1991. pp. 19-42

- Connor W., *Terminological Chaos*. In: *Ethnonationalism*. Princeton, 1994. pp. 89-117.

Film/Documentary (complete or partial, *t.b.s.*)

## **Week 10**

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Monday, November 26 – Wednesday, November 28

**European integration. Impetus for integration. Impetus for fragmentation. National and transnational minorities. Case Study: German identity in Europe.**

### Reading Assignments:

- Murphy, pp. 375-410;
- Wicker, pp. 210-224.
- Assigned readings (handouts).

### Recommended Additional Reading:

- Tacitus C., *Germania*. Penguin. pp. 1-110.
- Hitler A., *Mein Kampf. Nation and Race*. In: Dahbour O., Ishay M. R., *The Nationalism Reader*. Humanities Press, 1995. pp. 230-238.

Film/Documentary (complete or partial, *t.b.s.*)

**\* FINAL RESEARCH PAPER DUE**

## **Week 11**

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Monday, December 3 – Wednesday, December 5

**Globalization, identity and ethnicity in global context. Ethnopolitics, Ethnic cleansing, Politics of genocide. The new nationalism.**

### Reading Assignments:

- Wicker, pp. 225-251; 303-318.
- Assigned readings (handouts).

### Recommended Additional Reading:

- Bennett C., *Ethnic Cleansing in former Yugoslavia*. In: Giubernau M., Rex J., *The Ethnicity Reader*. Oxford 1997. pp. 120-132.
- Jones A., *The Origin of Genocide*. In: *Genocide*. Routledge 2006. pp. 3-50.

Film/Documentary (complete or partial, *t.b.s.*)

## **Week 12**

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Monday, December 10 – Wednesday, December 12

**Monday, December 10**

**Review for Final Exam**

**Wednesday, December 12**

**\* FINAL EXAM**

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### **HIGHLIGHTS:**

Field trips: The Italian Parliament, the Jewish Ghetto, the “Gypsy” community, others. Guest speakers: Italian politician, Ethnicity representative, others.

### **NOTE:**

Activities, such as field trips and guest speakers, are tentative and subject to change/cancellation due to subjective conditions. To be confirmed during the semester.