Postgraduate Module Handbook

Nationalism in International Context

2013-2014

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Introduction

Module Aims and Objectives

Aims

This course brings nationalism into the international arena by asking how ethnic groups and nations interact with supranational, transnational and global forces. The course begins by considering some of the constitutional tools which states can use to resolve ethnic conflict. The focus expands to consider the impact of ethnic and national identities on the foreign policies of states and examines the role of the international system, incorporating insights from international relations theory. It examines the effect of globalisation, Europeanisation, cosmopolitanism and post-modernisation and considers the nationalist backlash against these forces. It looks at trans-national religious movements and Political Islam, and asks how these intersect with ethnic and national currents. Next, it ponders some of the newer issues and problems that affect nationalism and religion, like the impact of demography.

Objectives

Students graduating from the course will be able to:

- Understand the strengths and weaknesses of the dominant theories of ethnic conflict regulation
- Understand the strengths and weaknesses of the dominant theories of ethnicity and nationalism in international context
- Apply these theories to concrete historical and contemporary cases
- Demonstrate detailed substantive knowledge of national, ethnic and religious forces and their international context in several settings
- Demonstrate cognitive skills, including critical evaluation and analytical investigation
- Make presentations and engage in critical discussion

Background Reading

Several books provide useful background reading for this course. The annotated list below details a number of texts which we will be using over a number of sessions of the course.

Students may wish to acquire the following texts, which is used in several sessions of the course:

These texts are used over multiple sessions of the course (note that '[PC]' refers to short loan collection):


**Moodle**

This module uses a virtual learning environment known as Moodle, which contains electronic copies of module-related materials, such as PowerPoint presentations and selected readings. Moodle will also provide the principal means of electronic communication between lecturers and students and provide a platform for essay submission and marking. The Moodle base for this module can be accessed at the following address: [http://moodle.bbk.ac.uk](http://moodle.bbk.ac.uk) by logging on with your ITS username and password (which you should receive when you have enrolled at Birkbeck).

There is also a dedicated Nationalism in International context course website: [http://www.sneps.net/l/BBK.htm](http://www.sneps.net/l/BBK.htm). The course website allows you to download powerpoint lectures and required (and other) readings for each week. You should visit this site regularly for information about the course, announcements and messages from course tutors or other students. Podcasts and other links to electronic content also appear on the site. Other websites that may be useful include the following:

1) **ASEN (Association for the Study of Ethnicity and Nationalism)** - The world's largest nationalism and ethnic studies organisation. Based at LSE. Holds frequent seminars, as well as conferences. It is worth becoming a member if you can afford the modest fee (please enquire on-line or with me). Website: [http://www.lse.ac.uk/collections/ASEN/Default.htm](http://www.lse.ac.uk/collections/ASEN/Default.htm)

ASEN Youtube lecture series: [http://www.youtube.com/user/ASENevents/videos](http://www.youtube.com/user/ASENevents/videos)

2) **Will Kymlicka's Homepage** - This provides links to sites of interest in major subfields of the nationalism, ethnicity, multiculturalism and citizenship literature. Website: [http://qsilver.queensu.ca/~philform/democracydiversitylinks.html](http://qsilver.queensu.ca/~philform/democracydiversitylinks.html)

3) **Nationalism Project website** - extensive links, book reviews, bibliography, on-line essays and more. Address: [http://www.nationalismproject.org](http://www.nationalismproject.org)

4) **Minorities at Risk Project** - The Minorities at Risk (MAR) Project is a university-based research project that monitors and analyzes the status and conflicts of politically-active communal groups in all countries with a current population of at least 500,000. Address: [http://www.cidcm.umd.edu/inscr/mar/](http://www.cidcm.umd.edu/inscr/mar/)
5) **Association for the Study of Nationalities** - Major scholarly association devoted to the study of ethnicity and nationalism in Europe and Eurasia. Address: http://www.nationalities.org/

6) **Centre for Research in Ethnic Relations** - The major academic body in the UK for the research and teaching of aspects of race, migration and ethnic relations. Address: http://www.warwick.ac.uk/fac/soc/crer_rc

7) **Initiative on Ethnic Conflict Resolution (INCORE)** - Important organisation involved in the study of peace, conflict and community relations. Address: http://www.incore.ulst.ac.uk


9) **H-Nationalism** (listserv/discussion group) - Live discussion of issues in the subject, as well as a place to post queries. - H-NATIONALISM@H-NET.MSU.EDU

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### Module Syllabus

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Reading List

Library Notation: JNIS = journal not stocked; JSTOR = available in full text from College PCs through JSTOR (Same notation for other electronic resources: SwetsWise, Lexus-Nexis, Project Muse, Business Services Premier, Directory of Open Access Journals, Directory of Freely Accessible Science Journals, PCI Full Text and Ingenta); NIS = not in stock; o/o = on order; o/p = out of print; PC = item held in short loan collection.

NB: We will endeavour to order items that are not available in the Birkbeck library, but most unstocked items should be available to you in the LSE library. (Catalogue: http://catalogue.lse.ac.uk/) Your first alternative, however, should be Senate House library (Catalogue: http://www.ull.ac.uk/), failing which, you can try UCL (Catalogue: http://library.ucl.ac.uk/) or, a little further away, LSE.

1. Ethnic Conflict Regulation I: Theoretical Overview and the Partition Option

Required:


Smooha, S. and Theodor Hanf. 1996. 'Conflict-Regulation in Deeply Divided Societies,' in Smith & Hutchinson (eds), Ethnicity (Oxford: OUP), pp 326-333 - 305.8 ETH

Lieven, Anatol. 1999. 'Divide and Survive,' Prospect, May, pp. 22-27 – [PC]

Case: Bosnia


Recommended:

Ethnic Conflict Regulation: General


Partition
*Laponce, Jean. 2000. 'Sovereignty and Referendum: in Defense of Territorial Revisionism,' Canadian Political Science Association meetings, Quebec City – [JNIS]
*Chapman, Thomas and Philip Roeder. 2007. 'Partition as a Solution to Wars of Nationalism: The Importance of Institutions', American Political Science Review, 101, 4: 677-91


Vol. 5, Part 3&4 (Special Issue: Identity and Territorial Autonomy in Plural Societies), 1999. - JSTOR
Richmond, Oliver. 1999. 'Ethnonationalist Debates and International Peacemaking: The Case of Cyprus.' Nationalism & Ethnic Politics vol. 5, no. 2: 36-61- Reference only


Federalism and Cantonisation


Conversi, Daniele. 1998. The Basques, the Catalans, and Spain (London: Hurst), ch. 6 (The Spanish federalist tradition and the 1978 Constitution) - 320.540946 CON


**Essay Question**

- 'Good fences make good neighbours' - A. Lieven. Comment with regard to the partition vs. federalism question.

**2. Ethnic Conflict Regulation II: Consociationalism and Electoral Engineering**

**Required:**

Nagle, J. 2011. 'Constructing a Shared Public Identity in Ethnationally Divided Societies: Comparing Consociational and Transformationist Perspectives', *Nations and Nationalism*


Recommended:
*Norris, P. 2005. 'Ethnic pluralism and consociational democracy revisited', paper presented at the American Political Science Association meetings - available electronically

Consociationalism
Dixon, P. 2003. 'Con-Sociationalism: All Things to All People,' working paper – [JNIS]
Wantchekon, L. 2002. 'Power-sharing Agreements as Political Risk-Sharing Contracts,' unpublished paper, pp. 1-7- available electronically

**Electoral Engineering**

Sisk, Timothy D. 1995. 'Electoral System Choice in South Africa: Implications for Intergroup Moderation.' *Nationalism and Ethnic Politics* Vol. 1, No. 2, pp. 178-204 - Reference only

**Essay Question**

- 'Consociationalism is necessary to bring peace.' Discuss.

**3. Case Study: Britishness, Englishness and the UK Multiculturalism Debate**

**Required:**

Meer, Nasar and Tariq Modood. 2009. 'The Multicultural State We're In: Muslims, Multiculture and the 'Civic Re-Balancing' of British Multiculturalism', *Political Studies*, 57, 3 (Oct), pp. 473-97
Gordon Brown, 'The Future of Britishness', speech to Fabian Society, 14 January 2006
Race body snubs 'un-British' work: The Commission for Racial Equality (CRE) is blocking grants to ethnic minority projects that fail to promote 'Britishness' and integration,' BBC Saturday, 10 April, 2005

**Pro-Multiculturalism:**

Modood, T. 2006. 'A Defence of Multiculturalism,' *Soundings*, Issue 29, April, pp. 62-71 [PC]

**Anti-Multiculturalism:**

Goodhart, David. 2006. 'Progressive Nationalism: Citizenship and the Left', *Demos*, 24 May

**Recommended:**

'Britain Rediscovered': Roundtable on Britishness with Gordon Brown, *Prospect*, April 2006 - *Lexis-Nexis*

Reaction to Parekh: 'No to rethink on British identity', BBC News, Wednesday, 11 October, 2000, 15:53 GMT 16:53

**Pro-Multiculturalism**


*Islamophobia: A Challenge for Us All* (UK Runnymede Trust, 1998)

Multiculturalism: UK Runnymede Trust website: <http://www.runnymedetrust.org/publications/currentPublications.html#islamophobia >

**Anti-Multiculturalism**


Wolfe, Alan and Jytte Klausen. 2000. 'Other People,' *Prospect*, December, pp. 28-33 - [PC]


Phillips, Trevor. 2005. ‘Multiculturalism’s legacy is “have a nice day” racism’, *Guardian*, 28.5.

Alibhai-Brown, Yasmin. 2000. *After Multiculturalism* (London: The Foreign Policy Centre)


**Britishness**


Gilroy, Paul. "There ain’t no black in the Union Jack": the cultural politics of race and nation (London: Hutchison)
Englishness

Essay Question
• Is multiculturalism in decline in Britain today?

4. Constructivism in IR Theory: National Identity and 'Real' State Interests

Required
Walt, Stephen. 1998. 'International Relations: One World, Many Theories,' Foreign Policy, Spring, pp. 29-46. - Business Source Premier
Huntington, Clash of Civilizations, pp. 29-39 - [PC] 909.829 HUN
Checkel, Jeffrey. 1998. 'The Constructivist Turn in International Relations Theory,' World Politics 50:2 (January), pp. 324-48 - Project Muse

Recommended
Mattern, Janice Bially. 2001. 'The Power Politics of Identity,' European Journal of International Relations 7:3 (September), pp. 349-97
Maja Zehfuss, “Constructivism and Identity: A Dangerous Liaison,” European Journal of International Relations 7:3 (September), pp. 315-48
Welde, Jutta, Mark Laffey, Hugh Gusterson, and Raymond Duvall, eds. 1999. Cultures of Insecurity: States, Communities and the Production of Danger (Minneapolis: University of Minnesota Press, 1999)
Regional & Civilizational Cultures and Norms

Essay Question
- Where do concepts of nationalism and ethnicity fit within the constructivist critique of IR theory?

5. IR II: National Identity and Foreign Policy

Required


Case: UK

Recommended


*Van Benthem Van den Bergh, G. 1966. 'Contemporary Nationalism in the Western World,' *Daedalus*, 95, pp. 828-61


*Stent, A. 1990. 'The One Germany', *Foreign Policy*, Issue 81, pp 53-71

*National Foreign Policy Approaches to the European Union:

*Karp, R. 2003. 'Identities and Structural Change since the End of the Cold War: Germany, Europe, and the Limits of Integration,' *International Politics*, Vol.40, No.4, pp.527-558

Schlevoigt K. and Helmut Kohl. 2002. 'Supranational Visionary and Builder of Euroland: Former German chancellor Dr. Helmut Kohl on the Euro's Significance for Germany and its Neighbors', Academy of Management Executive 16 (1): 8-12

Essay Question

- What is the relationship between a state's national identity and its foreign policy?

6. IR III: Ethnic Diasporas and Foreign Policy

Required:
Huntington, Clash of Civilizations, ch. 11- [PC] 909.829 HUN

Case 1: The Hindu Diaspora & Hindu Nationalism


Case 2: USA


Recommended

Theory

Outsider Governments: Case Studies
Byrne, Sean. 2000. 'Power Politics as Usual in Cyprus and Northern Ireland: Divided Islands and the Roles of External Ethno-Guarantors,' *Nationalism & Ethnic Politics* Vol. 6, no. 1, pp. 1-23 - **Reference only**


Diaspora

Safran, William. 2006. 'Comparing Visions of the Nation: The Role of Ethnicity, Religion and Diaspora Nationalism in Armenian, Jewish, and Sikh Relations to the Homeland,' unpublished paper delivered at IPSA meetings, Ottawa

Safran, William. 2006. 'The Jewish Diaspora in a Comparative and Theoretical Perspective', *Israel Studies*, Volume 10, Number 1, Spring 2006, pp. 36-60


Østergaard-Nielsen, E. 2003. 'The Democratic Deficit of Diaspora Politics: Turkish Cypriots in Britain and the Cyprus issue,' *Journal of Ethnic and Migration Studies*, July, Vol.29, No.4, pp.683-700


### Irridentism


Ayres, R. W. and Stephen M. Saideman. 2000. 'Is Separatism as Contagious as the Common Cold or as Cancer? Testing the International and Domestic Determinants of Secessionism,' *Nationalism and Ethnic Politics*, Vol. 6, No. 3, pp. 92-114 - Reference only

### Essay Question

- How are diasporas relevant for the politics of nationalism?

### 7. IR 4: Self-Determination, International Law and the International System

**Required:**

Smith, Anthony and John Hutchinson (eds), *Nationalism* (Oxford: OUP), pp. 241-253 - 320.54 NAT

Smith, Anthony and John Hutchinson (eds), *Ethnicity* (Oxford: OUP), pp. 316-25 - 305.8 ETH


**Case 1: Interwar**


**Case 2: Post Cold War**

Mayall, J. 1991. 'Non-Intervention, Self-Determination and the 'New World Order',' *International Affairs*, (July 1991) – JSTOR

**Recommended:**

Sovereignty & Self-Determination
*Beran, Harry 1984 'A Liberal Theory Of Secession,' Political Studies, XXXII, pp. 21-31 – Reference only
Impact of the International States System


**Foreign Intervention**


**Essay Question**

- What are the links between ethnicity, nationalism and international norms?

8. The End of Nations?: Globalisation

**Required:**

Eriksen, Thomas H. 2007. 'Nationalism and the Internet', *Nations & Nationalism*, Volume 13, Issue 1, Page 1-17- **available electronically**

Mann, M. 1997. 'Has globalization ended the rise and rise of the nation-state?,' *Review of International Political Economy* 4:3 Autumn, pp. 472-96 - **[PC]**

‘Globalisation: the argument of our time’, *Discussion between Paul Hirst and David Held* (22 - 1 – 2002), [http://www.opendemocracy.net/debates/article-6-28-637.jsp](http://www.opendemocracy.net/debates/article-6-28-637.jsp)

**Case 1: India**

Wyatt, Andrew. 2000. ‘The BJP’s Conversion to Globalisation: Path Dependent versus Political Choice Explanations,’ *IPSA Meetings* – **[JNIS]**

**Case 2: Canada**


**Recommended:**

Skeptics
*Smith, Anthony D. 1990. 'Towards A Global Culture?', Theory, Culture & Society, 7, 171-191. – Reference only
Thomas, Bella. 2003. 'What the World's Poor Watch on TV', Prospect, January - Lexis-Nexis
Huntington, Samuel. 1996. The Clash of Civilizations and the remaking of world order (New York: Simon & Schuster) - I2(Huntington)

Globalists
*Anthony Giddens. 1999. Runaway World: how globalisation is reshaping our lives (London: Profile) - 306.2 GID


**Diasporas Revisited**


Richmond, Anthony H. 1984. 'Ethnic nationalism and post-industrialism,' *Ethnic and Racial Studies* 7 - CE Library - I33 & Reference


**Essay Question**

- 'Globalisation is Undermining the Nation-State.' Do you agree?

**9. Nationalism and European Unity**

**Required:**


Aspect: Institutional Dynamics

Recommended:


*McLaren, Lauren M. 2004. ‘Opposition to European integration and fear of loss of national identity: Debunking a basic assumption regarding hostility to the integration project’ European Journal of Political Research 43: 895-911


Bruter, M. 2005. Citizens of Europe? The Emergence of a Mass European Identity (Basingstoke: Palgrave MacMillan) - [NIS]


Evans, Jocelyn. 2001. 'The Attitudinal Bases of Anti-EU Sentiment in Norway and France,' paper presented at International Poltical Science Association, Quebec City, Canada, August. – [JNIS]


*Holland, M. 1993. European Integration: From Community to Union (London: Pinter) - MDV/C [Hol]


Essay Question
- Do you believe that the EU will supersed e the nation-states of today? Why or why not?

10. Political Islam and Revolutionary Violence

Required:


Case 1: Iran


Case 2: Algeria and Sudan


Recommended:

Fox, Jonathan. 2002. 'Is Islam More Conflict Prone Than Other Religions?: A Cross-Sectional Study of Ethnoreligious Conflict,' *Nationalism & Ethnic Politics*, vol. 6, no. 2, pp. 1-24 – *Reference only*
Litvak, Meir. 1996. 'Palestinian Nationalism and Islam: The Case of Hamas.' *Nationalism and Ethnic Politics* vol. 2, no. 4, pp. 500-522. - *Reference only*
Halliday, F. 2000. *Nation and Religion in the Middle East* (Boulder, CO: Lynne Rienner) - 322.10956 HAL
Razi, G. Hossein. 1990. 'Legitimacy, Religion and Nationalism in the Middle East,' *American Political Science Review*, vol. 84, no.1, pp. 69-91 - *JSTOR*
Zubaida, S. 1988. *Islam, the People and the State* (London: Routledge), Chs 1 and 6 - *PKW [Zub]*
The Islamic Threat: Myth or Reality?

**Egypt & Turkey**


Oncu, Ayse. 1994. "Street Politics", in Oncu, Keyder and Ibrahim, (eds.), Developmentalism and Beyond: Society and Politics in Egypt and Turkey (Cairo: American University) - 330.962 DEV

*Zubaida, Sami. 1996. 'Turkish Islam and National Identity', Middle East Report, No. 199. – [e journals]

**Iran**


**Essay Question**

- 'Political Islam inevitably leads to conflict with the modern state.' Discuss.

**11. Terrorism, with a Focus on Salafi-Jihad**

**Required:**


**Case 1: Saudi Arabia**

Hegghammer, T. 2008. 'Islamist violence and regime stability in Saudi Arabia'. International Affairs 84 (4)

**Case 2: Europe**

Kepel, Gilles. 2004. The war for Muslim minds: Islam and the West, ch 7

**Recommended:**


Salafi-Jihadism

*Elilstrup-Sangiovanni, M., and C. Jones. 2008. 'Assessing the dangers of illicit networks - Why al-Qaida may be less threatening than many think'. *International Security* 33 (2)


Taseer, I. 2006. 'Dying to Kill: Interviewing a British Jihadist,' *Prospect*, August


Barber, B. *Fear's Empire: War, Terrorism and Democracy*, New York: WW Norton, 2003. - o/o


Popular Support for Terrorism

*Fair, C. 2006. 'Who supports terrorism? Evidence from Muslim countries' *Studies in Conflict & Terrorism* 29 (3), pp. 65, 68


Social Backgrounds of Terrorists


Essay Question

- Why do religious terrorists kill? Answer with reference to competing theories.

12. The Political Demography of Ethnicity and Nationalism

Required:


Huntington, Clash of Civilizations, pp. 117-120 - [PC] 909.829 HUN

Willett, D. 2003. 'Too Many Kids,' Prospect, October - Lexis-Nexis


Kennedy, Paul and Matthew Connelly. 1994. 'Must it Be the Rest Against the West,' Atlantic Monthly, December, pp. 61-91 – Lexis-Nexis

Case 1: Africa

Case 2: Israel/Palestine


Recommended:


* Toft, Monica. 2002. ‘Differential Demographic Growth in Multinational States: The Case of Israel’s Two-Front War’, Review of International Affairs (Fall)


Brunborg, Helge, Ewa Tabeau and Henrik Urdal (eds.) 2006. The Demography of Armed Conflict (Dordrecht, London: Kluwer)


Parsons, C. and Timothy Smeeding (eds.). 2006. Immigration and the Transformation of Europe (Cambridge: Cambridge University Press) - [o/o]


Conversi, Daniele. 1997. 'Nationalism and immigration', in The Basques, the Catalans, and Spain: Alternative Routes to Nationalist Mobilization (London: Hurst), ch. 8 - 320.540946 CON


Vincent, J. 1996. 'Who's afraid of an ageing population?: Nationalism, the free market, and the construction of old age as an issue,' *Critical Social Policy*, Vol.16, No.2, pp.3-26 – Reference only


**Essay Question**

- Does demographic change lead to ethnic and nationalist conflict? Assess in light of major theories of nationalism.

13. 'Shall the Religious Inherit the Earth?': Demography, Religion and Politics

**Required:**


Greeley, A. 2001. 'The demographic imperative in religious change in the United States,' *American Journal of Sociology*, vol. 107, no. 2, pp. 468-500 - JSTOR


**Recommended:**


*Jones, G. and M. Karim. *Islam, the State and Population* (London: Hurst)


Berman, Eli, and A. Stepanyan. 2003. Fertility and Education in Radical Islamic Sects: Evidence from Asia and Africa. *NBER working paper*


*Religiosity and Fertility*


SDT theory

Essay Question
- 'Religious fundamentalism will defeat secularism because the devout have more kids.' Discuss.


Required:


Goodhart, D. 2004. 'Is Britain Too Diverse,' Prospect, February. See also 'replies' (esp. Kymlicka-Banting and Parekh) and 'replies to the replies':
http://www.prospect-magazine.co.uk/replies.asp

Malik, Kenan. 2005. 'Too Diverse?,'
<http://www.kenanmalik.com/debates/prospect_diversity.html>


'Diversity versus solidarity,' RSA/Prospect Political Debate, with David Willetts MP, Bhikhu Parekh, Michael Hastings, Professor Robert E Rowthorn, Chaired by David Goodhart, Editor, Prospect, 28th January 2003

'Multiculturalism: The kindness of strangers?', Economist, 26 Feb, 2005

Recommended:
Skeptics


Banting, K. 2006. 'Canada as Counter-Narrative: Multiculturalism, Recognition and Redistribution,' paper delivered at Canadian Political Science Association meetings


Seekings, J. 2003. 'Institutional design, cultural diversity and economic solidarity: A comparison of South Africa, Brazil and Nigeria,' working paper


*Ferey, K. 2005. 'Demographics and Electoral Volatility in Africa,' draft prepared for LiCEP Madison, WI.


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**Diversity and Economic Growth**


**Essay Question**

- 'Diversity makes people anti-social' - *The Economist*. Comment using results from at least one quantitative study.

**15. Conclusion and Review**

**Assessment**

**Essay deadlines and assessment requirements**

**Core Module Students**

Students taking this module as a core are assessed by examination and are, in addition required to submit one essay of 3,000 words in length including footnotes and bibliographic references. See below for a list of approved essay questions.

*Essays should be submitted on or before 2 December 2013*. Please do not go beyond the maximum word limit; essays that breach this limit by more than 10% might have marks deducted or might not be marked at all.

Marks for core module essays do not contribute towards final assessment, but their submission is a requirement for completing the module and you must achieve a pass mark of 50. Although they do not count towards the final mark, core module essays are extremely valuable. They enable us to monitor your progress, allow you an opportunity to receive feedback on your work, and give students returning to education an opportunity to adjust to the discipline of writing without jeopardising their final results.

**Option Module Students**

A three-hour unseen written examination will constitute 50% of the final assessment for an option module. The other 50% will be determined by a written assignment of 3,000-4,000 words in length including footnotes and bibliographic references. See below for a list of approved essay questions.

*Essays should be submitted on or before 24th February 2014*. Please do not go beyond the maximum word limit; essays that breach this limit by more than 10% might have marks deducted or might not be marked at all.

It is important to note that no student may pass an MSc/MRes option module in the Department of Politics if s/he fails either of the two required elements at 39% or below.
**Essay Submission**

Students are required to submit their essays electronically via Moodle on or before the essay submission date. Please keep an electronic and hard backup of the essay for safekeeping.

The Department endeavours to maintain anonymity for marking. Students are asked to complete a coursework cover sheet using their student number but not their name. This form should be cut and pasted onto the first page of their essay document. This file should also be saved using the student number rather than the student name (e.g. 12106999.doc).

A coursework cover sheet is available at: http://www.bbk.ac.uk/politics/current-students/CoverSheet.doc

Students are advised to use the Harvard system of referencing but other established systems are acceptable provided they are correctly and consistently employed. For guidance on how to reference books, journal articles…etc, see: http://www.bbk.ac.uk/mbirkbeck/services/support/dissertations/ug-dissertations/referencing

**Late Submission**

College policy dictates how the Department treats work that is due for assessment but submitted after the submission deadline.

Any piece of assessment that is submitted late and for which no application for consideration of mitigating circumstances (see below) has been accepted will be awarded a mark of no more than 50% for postgraduates and 40% for undergraduates.

Where an assessment has not been submitted or attended and no application for consideration of mitigating circumstances has been accepted a mark of zero will be awarded.

As a courtesy, you should tell your module seminar leader if you are going to submit an essay late. However, staff cannot give extensions.

**Exams**

The exam requires students to answer 3 essays in 3 hours from a choice of 11 questions. This method of assessment encourages and tests the development of subject-specific understanding and knowledge, skills of analysis, evaluation and problem solving, and encourages study across the breadth of the syllabus. It discourages plagiarism.

Past exams are available at: http://www.bbk.ac.uk/lib/elib/exam

A practice (mock) examination session is scheduled for the spring term. You may choose to sit a practice exam for any module on which you are due to be examined in the summer. Students must register in advance. For details, please go to: http://www.bbk.ac.uk/politics/current-students/examinations/copy_of_index_html
The exam period is normally between April and June. The precise date will be decided by the College, not the Department, and will not be announced until the spring, usually in March. You will need to make sure that you are available during the full exam period since no alternative arrangements for sitting the exams can be made. In order to accommodate the number of exams set across the College, exams are taken during the working day. It will, therefore, be necessary for you to arrange time-off with your employer once the exam timetable is known.

Further information on studying at Birkbeck

Teaching Arrangements and Attendance
Regular attendance at lectures and seminars is essential. You should contact your lecturers and/or seminar leaders if you are unable to attend.

See MyBirkbeck (www.bbk.ac.uk/mybirkbeck) for details about timetable and room location. During the year, please key an eye on My Birkbeck or the Moodle site for this module for details about changes to room location.

Attendance at classes is compulsory. Students attending fewer than three quarters of their classes on all modules will not normally be permitted to register for the written examination(s) and thus will not be able to complete the degree.

Availability of lecturers and seminar leaders
Lecturers and seminar leaders are available to answer student queries about their work or to assist where students are experiencing difficulties relating to the subject matter covered during the module. They will let you know the best way of contacting them and when they are available to see you.

Tutors
As part of our programme of student support all undergraduate students are assigned to a personal tutor in their first year. Your tutor is available by appointment, and can offer advice and referrals for issues affecting student progress and wellbeing. Postgraduate students should feel free to approach the Director of their MSc or MRes programme about such issues.

Birkbeck Library
Although lectures and seminars are an essential element of the module, success in learning depends largely on the reading and research that is undertaken individually by students. Most items on the module reading lists are available via Moodle or in the Birkbeck Library, which is open seven days a week for most of the year. Essential items for modules can be found either in the Reading Room Collection of reference-only print books and photocopies, or will be made available electronically via Moodle.

Information about the Library’s opening hours, layout and services, and access to the catalogue and electronic resources is available from the web site at: http://www.bbk.ac.uk/lib/

As well as its physical holdings, the Library has a comprehensive range of electronic resources available from the eLibrary section of the web site, including thousands of electronic journals, specialist research databases (which tell you what has been
written on a topic or by a particular author) and exam papers, see: http://www.bbk.ac.uk/lib/elib

The Library has an online tutorial called LIFE (Library Induction For Everyone) on accessing electronic journals and using other library facilities, see: http://www.bbk.ac.uk/lib/life/

For an overview of the Library’s resources for Politics, see: http://www.bbk.ac.uk/lib/subguides/socialscience/polsoc

Library Materials by Post
The LAMP Service (LibrAry Materials by Post) is a subscription-based service that enables you to have books and photocopies of articles posted to your home address. You may find it particularly useful if you are not able to visit the library frequently. For more details, see: http://www.bbk.ac.uk/lib/about/how/lamp

Birkbeck students with disabilities may be able to join the service for free on the recommendation of the College Disability Office. If you think you may be eligible for free membership, please first contact the Disability Office on Tel: 020 7631 6630 or email disability@bbk.ac.uk

Other Libraries
In the course of your studies it is expected that you will use the research collections located near to Birkbeck. For further information, please see: http://www.bbk.ac.uk/lib/otherlibs/

Get Ahead: Stay Ahead.
Studying at Birkbeck is undoubtedly challenging. The College’s Get Ahead: Stay Ahead programme will help you consider how you can achieve your goals, find out what studying at Birkbeck is like and improve your study skills through a range of online tutorials and events. For more details, please visit: http://www.bbk.ac.uk/mybirkbeck/get-ahead-stay-ahead

Mitigating Circumstances
The College Policy on Mitigating Circumstances determines how boards of examiners will treat assessment that has been affected by adverse circumstances. Mitigating circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt your academic performance, such as an illness or bereavement.

If you wish mitigating circumstances to be taken into consideration, you should complete the mitigating circumstances form and submit it, with documentary evidence as appropriate, to your module administrator, normally within seven days of the published final assessment deadline or examination. The case will then be considered by the Mitigation Sub-committee of the relevant Board of Examiners. This is in confidence, and you may request that only the Chair of the panel has sight of your form.

The mitigating circumstances form is available at: http://www.bbk.ac.uk/mybirkbeck/services/forms/mitigating_circumstances.doc

The full mitigating circumstances procedure is available at:
Problems affecting Study
If difficulties arise at work or with family, money, health or anything else that may affect your study, please let someone in the Department know, and we will do our best to help out. You are welcome to approach the director of your core or option module.

If you wish to speak to a member of staff who is not teaching you, you might contact the Student Liaison Officer, Dr Barbara Zollner (barbara.zollner@bbk.ac.uk, 020 3073 8226) or the Head of the Department of Politics, Dr Deborah Mabbett (d.mabbett@bbk.ac.uk, 020 7631 6788). Alternatively, you might contact the Students’ Union welfare support (http://www.birkbeckunion.org/welfare/) or any of the College services listed on My Birkbeck (http://www.bbk.ac.uk/mybirkbeck/)

Disability Advice and Support
At Birkbeck there are students with a wide range of disabilities including dyslexia, visual or hearing impairments, mobility difficulties, mental health needs, HIV, M.E., respiratory conditions etc. Many of them have benefited from the advice and support provided by the College’s disability service. Please see the Disability Office website for further details: http://www.bbk.ac.uk/mybirkbeck/services/facilities/disability/disability-office

Learning Support Officer
The Learning Support Officer for the School of Social Sciences, History and Philosophy, Helen Fuller, is available to undergraduate students who would like help with their study skills in areas such as: reading, note-taking, time management, writing and exam skills. She teaches a variety of workshops throughout the academic year and is also available for one-to-one tutorials. If you would like some extra help, or are worried about any aspect of your academic work, please do get in touch (h.fuller@bbk.ac.uk, tel: 020 7631 6693).

Student feedback
The Department believes that student feedback is important to the quality of its provision. It invites you to make your views known or to raise issues through the following formal channels:

- Class Representatives are elected in the third week of the winter term. They represent the class in the Student’s Union and at the Student-Staff Exchange Meetings (see below), and can also approach the programme director or the Head of Department to raise issues on behalf of the class or individuals in the class.

- Student-Staff exchange meetings are scheduled each term. All students are welcome, and class representatives are expected to attend. SSEMs are scheduled to precede Department meetings so that Department staff can consider their responses to the concerns raised and report back to students on action taken.

- A Module Evaluation Questionnaire is completed and submitted in the spring term. Students are asked to comment on the module and the quality of
teaching. Responses are collated and summarised in a module review, presented by the module director to the Department Teaching and Learning Committee, where they are discussed. The module director examines the issues raised and identifies the follow-up action to be taken. A summary is presented by the Student Liaison Officer at the next Student-Staff Exchange Meeting.

- Personal Tutors (undergraduate) and the Student Liaison Officer (postgraduate) will communicate any concerns you have to the relevant tutor, teacher or administrator. This is a good way of giving feedback to us privately.

- Students are also encouraged to convey any concerns or complaints they have informally to module and programme directors or, if necessary, the Head of Department.

**Annex: Birkbeck Plagiarism Guidelines**

Written by Birkbeck Registry and adapted for TSMB by Nicholas Keep

**What is plagiarism?**

Plagiarism is the most common form of examination offence encountered in universities, partly because of the emphasis now placed on work prepared by candidates unsupervised in their own time, but also because many students fall into it unintentionally, through ignorance of what constitutes plagiarism. Even if unintentional, it will still be considered an examination offence.

This document, developed as guidelines to departments by Birkbeck Registry, is intended to explain clearly what plagiarism is, and how you can avoid it. Acknowledgement is made to guidance issued by the USA Modern Language Association (MLA, 1998).

Plagiarism is the publication of borrowed thoughts as original, or in other words, passing off someone else’s work as your own. In any form, plagiarism is unacceptable in the Department, as it interferes with the proper assessment of students’ academic ability. Plagiarism has been defined as “the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (Lindey, 1952, p2). Therefore, using another person’s ideas or expressions or data in your writing without acknowledging the source is to plagiarise.

Borrowing others’ words, ideas or data without acknowledgement. It is acceptable, in your work, to use the words and thoughts of another person or data that another person has gathered but the borrowed material must not appear to be your creation. This includes essays, practical and research reports written by other students including those from previous years, whether you have their permission or not. It also applies to both ‘hard-copy’ material and electronic material, such as Internet documents. Examples include copying someone else’s form of words, or paraphrasing another’s argument, presenting someone else’s data or line of thinking. This form of plagiarism may often be unintentional, caused by making notes from sources such as books or journals without also noting the source, and then repeating those notes in an essay without acknowledging that they are the data, words or ideas belonging to someone else. Guard against this by keeping careful notes that distinguish between
your own ideas and researched material and those you obtained from others. Then acknowledge the source.

Example 1

Original source:

To work as part of a team, to be able and prepared to continue to learn throughout one’s career, and, most important, to take on board both care for the individual and the community, are essential aspects of a doctor’s role today.


Plagiarism:

The essential aspects of a doctor’s role today are to work as part of a team, be able and prepared to continue to learn throughout one’s career, and, most importantly, to take on board both care for the individual and the community.

Acceptable:

One social writer believes that the essential aspects of a doctor’s role today are to work as part of a team, be able and prepared to continue to learn throughout one’s career, and, most importantly, to take on board both care for the individual and the community (Greengross, 1997).

Example 2

Original source:

The binary shape of British higher education, until 1992, suggested a simple and misleading, dichotomy of institutions. […] Within their respective classes, universities and polytechnics were imagined to be essentially homogeneous. Their actual diversity was disguised. […] The abandonment of the binary system, whether or not it encourages future convergence, highlights the pluralism which already exists in British Higher Education.


Plagiarism:

Prior to the removal of the binary divide between polytechnics and universities in 1992, there was a misleading appearance of homogeneity in each sector. Now there is only one sector, the diversity of institutions is more apparent, even if convergence may be where we’re heading.

Acceptable:
Peter Scott has argued that prior to the removal of the binary divide between polytechnics and universities in 1992, there was a misleading appearance of homogeneity in each sector. Now there is only one sector, the diversity of institutions is more apparent, even if convergence may be where we’re heading. (Scott, 1994)

In each revision, the inclusion of the author’s name acknowledges whose ideas these originally were (not the student’s) and the reference refers the reader to the full location of the work when combined with a footnote or bibliography. Note that in the second example, the argument was paraphrased – but even so, this is plagiarism of the idea without acknowledgement of whose idea this really is. In writing any work, therefore (whether for assessment or not) you should document everything that you borrow – not only direct quotations and paraphrases but also information and ideas. There are, of course, some common-sense exceptions to this, such as familiar proverbs, well-known quotations or common knowledge. But you must indicate the source of any appropriated material that readers might otherwise mistake for your own. If in doubt, cite your source or sources.

**Copying material verbatim**
Another example of plagiarism is the verbatim copying of chunks of material from another source without acknowledgement even where they are accepted facts, because you are still borrowing the phrasing and the order and the idea that this is a correct and complete list. Also, you might be infringing copyright (see below). For example if you wrote based on example 2 above ‘The binary shape of British higher education, until 1992, suggested a simple and misleading, dichotomy of institutions. (Scott, 1995)’ then this still could be regarded as plagiarism as you used his exact words. It is important to rephrase the ideas in your own words, to show that you understand them while still acknowledging the source.

**Re-submission of work**
Another form of plagiarism is submitting work you previously submitted before for another assignment. While this is obviously not the same as representing someone else’s ideas as your own, it is a form of self-plagiarism and is another form of cheating. If you want to re-work a paper for an assignment, ask your lecture whether this is acceptable, and acknowledge your re-working in a preface.

**Collaboration and collusion**
In collaborative work (if this is permitted by the lecturer) joint participation in research and writing does not constitute plagiarism in itself, provided that credit is given for all contributions. One way would be to state in a preface who did what; another, if roles and contributions were merged and truly shared, would be to acknowledge all concerned equally. However, where collaborative projects are allowed, it is usually a requirement that each individual’s contribution and work is distinguishable, so check with your lecturer. Usually, collusion with another candidate on assessed work (such as sharing chunks of writing or copying bits from each other) is not allowed.

**Copyright infringement**
Finally, you must guard against copyright infringement. Even if you acknowledge the source, reproducing a significant portion of any document (including material on the Internet) without permission is a breach of copyright, and a legal offence. You may
summarise, paraphrase and make brief quotations (as I have done from my sources), but more than this risks infringing copyright.

References


Annex: Assessment criteria

Essays are assessed using the following criteria (not in order of importance):

- **Answering the question**: the extent to which the work has dealt directly and clearly with the assigned task and provided a focused answer to the particular intellectual problem posed.
- **Structure**: the extent to which the work demonstrates coherent organization of the material and an overall argument that proceeds logically from introduction to conclusion.
- **Conceptual clarity**: the extent to which the work has understood key terms and concepts, defined ambiguous terms, and employed them correctly.
- **Analytic Content**: the extent to which the work provides a critical analysis of the problem that evaluates competing arguments and interpretations rather than a purely descriptive or narrative discussion.
- **Literature**: the extent to which the work demonstrates familiarity with, and command of, the relevant scholarly writings on the subject to which the work is addressed.
- **Evidence and Examples**: the extent to which the work deploys apposite examples and pieces of evidence to support its claims, thereby turning unsupported assertions into critical arguments.
- **Style and Presentation**: the extent to which the work makes effective and correct use of the English language, is clearly and soberly written, and tidily presented.

While there is no set order of priority among these criteria, the main emphasis is on evidence of understanding and the ability to think, to argue a case or to solve problems. These criteria are used to categorise submissions into the following classes (note that the narratives below are guidelines).

0-29: Very poor work, which does not address the question and shows little or no knowledge of the subject, and fails to deal with any of the issues.

30-39: Poor work, says something relevant to the question, but does not show much evidence of reading or an ability to develop a clear argument.

40-49: Inadequate work, which shows some knowledge of the literature and addresses the question, but lacks originality and organisation.

50-59: Satisfactory work, which shows an awareness of the major issues, shows knowledge of the sources and of alternative approaches to the subject. Work which
reaches the Pass standard, but does not show a clear understanding of alternative arguments and makes uncritical use of sources.

60-69: Good work, which treats the issues in a critical and balanced way, and shows an awareness of context, sources and different explanations.

70-100: Work deserving a distinction mark, which displays exceptional knowledge of the literature and/or a substantial measure of originality.

For further information on the assessment of coursework in the Department of Politics and the College more generally, please see: http://www.bbk.ac.uk/politics/current-students and http://www.bbk.ac.uk/reg/regs

**Annex: Policy on the Recording of Lectures and Other Teaching Sessions**

Please note that the copyright in the lectures and other teaching sessions reside with the teacher responsible for the teaching session. Students may request permission to record any teaching session delivered as part of their programme of study. All such requests should be made prior to the recording to the teacher responsible for the teaching session, and the decision on whether to grant permission is at the discretion of the teacher. Special provisions apply to students with a disability who wish to record teaching sessions. Please see the Disability Office for further details.

http://www.bbk.ac.uk/mybirkbeck/services/facilities/disability/disability-office

Recordings of teaching sessions may only be made for the personal and private use of the student making the recording. Students may not: (a) record teaching sessions on behalf of other students; (b) pass such recordings to any other person (except for the purposes of transcription, in which case they can be passed to one person only); and (c) may not publish such recordings in any form (this includes, but is not limited to, the internet and hard copy publication). Where students breach this policy, the College may regard this as a disciplinary offence. All such breaches will be dealt with in accordance with the College’s Code of Student Discipline.