

Course Syllabus

Title of the course	Ethnicity, Religion, and Politics.		
Title of the Academic Programme	BA programme in Political Science and World Politics		
Type of the course	Core		
Prerequisites			
ECTS workload	6		
Total indicative study hours	Directed Study	Self-directed study	Total
	68	160	228
Course Overview	<p>This elective course explores the relationship between ethnicity, nationalism, religion, and politics in the current world. We begin by analyzing ethnicity, nationhood, and religion conceptually and go on to explore why and how the “management” of cultural differences played the crucial role in the history of XIX-XX century. We then examine multiculturalism, probing its theoretical foundations, practical manifestations, and limits. The second half of the course examines the contemporary forms of the politics of diversity and its failure, ethnic conflicts, migration policy and cultural diversity, as well as question of universalism and particularism of human rights.</p>		
Intended Learning Outcomes (ILO)	<p>ILO 1 Understand the challenges of uncertain economic environment, assess them and take appropriate financial and investment decisions</p> <p>ILO₃ Use strong analytical skills and apply them to solve practical problems</p> <p>ILO₆ Evaluate and design financial strategies for companies and financial institutions in a turbulent environment</p> <p>ILO₉ Demonstrate a range of generic skills including information and time management, team and project work, computing and autonomous learning, digital skills</p> <p>ILO₁₀ Demonstrate an innovative, open and ethical mindset</p> <p>PLO4: student is capable of retrieving, collecting, processing and analyzing information relevant for achieving goals in the professional field;</p>		

	PLO8: student is capable of executing applied analysis of the political phenomena and political processes: (a) by using political science methods and (b) in support of practical decision making process.				
Teaching and Learning Methods	The course consists of 8 lectures (16 hours) and 8 DGs (16 hours). While lectures present classical ex cathedra lectures supported by Power Point presentations, video- and audio-materials, DGs are interactive and include weekly revision tests, discussions of key readings, group presentations. The core of the learning is to read and discuss the Reader materials in the class.				
Content and Structure of the Course					
№	Topic	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	<i>Ethnicity, Religion, Nation – basic concepts</i>	13	2	2	9
2	<i>Nationhood and Religion.</i>	13	2	2	9
3	<i>Nation-building and Identity Politics</i>	13	2	2	9
4	<i>Multi-cultural societies and multi-culturalism</i>	13	2	2	9
5	<i>Culture, Nation and Religion. “Invention of tradition”</i>	13	2	2	9
6	<i>Globalization and religion. New Age. Religion minorities in modern world</i>	13	2	2	9
7	<i>Genocide, religion and identity politics</i>	13	2	2	9
8	<i>Minority and minority politics</i>	13	2	2	9
9	<i>Memory, nationalism and identity politics</i>	13	2	2	9
10	<i>Multi-culturalism without groups?</i>	13	2	2	9
Total study hours		228	34	34	160
Indicative Assessment Methods and Strategy		<u>In-class participation</u> An instructor grades the participation in discussions during			

seminars, answers to instructor's questions and overall involvement in the in-class activities.

The resulting grade for participation is an average of all the marks received by a student during the seminars.

Tests

There will be three short quizzes covering the material of the preceding lectures and seminars. The dates of the quizzes will be announced in advance.

Team project

In the second half of the course students are to prepare a team project — a policy paper which analyzes how a country's government came to a certain policy decision and/or why it succeeds or fails in its implementation. A paper presentation and a text of the paper are graded separately, the resulting grade is an average of these two grades.

The final exam is in a written form.

The final exam is the written analyses of the different cases of ethnic, religious tensions.

The final grade is worked out by the following formula:

$70\% * \text{cumulative grade} + 30\% * \text{final exam grade}$.

Final Grade = 0.28 active participation and written responses + 0.14 test + 0.28 Team project + 0.3 Final exam

Readings / Indicative Learning Resources

Mandatory

1/ Hobsbaum. Erik. Age of Empires. 1875-1914. Vintage books. 1989

2/ Brubaker, Rogers. Citizenship and Nationhood in France and Germany. HUP, 1992. http://digitale-objekte.hbz-nrw.de/storage/2006/08/03/file_598/1582494.pdf

3/ Nakamura L. Cybertypes: Race, ethnicity and identity in Internet. Routledge, 2002

Optional (please indicate not more than 7 items)

1 Mitsuhiro Tada . Language, ethnicity, and the nation-state: on Max Weber's conception of Bimagined linguistic community. Theor Soc (2018) 47:437–466 <https://doi.org/10.1007/s11186-018->

	<p>9321-y</p> <p>2 Güder, Süleyman The Role of History and the Past in Discussions of Nationalism: A Comparative Analysis of the Theories of Eric J. Hobsbawm and Anthony D. Smith. Human & Society / İnsan ve Toplum. 2016, Vol. 6 Issue 2, p21-25.</p> <p>3. Kaufmann, Eric; Zimmer, Oliver. Nations & Nationalism. Jan-Apr2004, Vol. 10 Issue 1/2, p63-78.</p> <p>4 Logic of Religious Violence (From Inside Terrorist Organizations, P 172-193, 1988, David C Rapoport, ed. -- See NCJ-111830). 1988. 22p.</p> <p>1.</p>		
Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	40
	Assignments for seminars / tutorials / labs	+	40
	E-learning / distance learning (MOOC / LMS)	-	
	Fieldwork	-	
	Project work	+	60
	Other (please specify)	-	
	Preparation for the exam	+	20
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials.		
Facilities, Equipment and Software	Microsoft Word (or other text processing software), Microsoft PowerPoint		
Course Instructor	Dmitry Dubrovskiy ddubrovsky@hse.ru		

Intended Learning Outcomes (ILO) Delivering

Course ILO(s)	Teaching and Learning Methods for delivering ILO(s)	Indicative Assessment Methods of Delivered ILO(s)
ILO 1 Understand the challenges of uncertain economic environment, assess them and take appropriate financial and investment decisions	Individual problem solving Discussion of real-time issues using terms and concepts studied in class. Group home assignments based on real data	In-class tests Exam
ILO ₃ Use strong analytical skills and apply them to solve practical problems	home assignments to solve computer exercises in Excel Individual problem solving	In-class tests Cases Exam
ILO ₆ Evaluate and design financial strategies for companies and financial institutions in a turbulent environment	Case studies Group home assignments based on real data	Cases
ILO ₉ Demonstrate a range of generic skills including information and time management, team and project work, computing and autonomous learning, digital skills	Case studies Group tasks Group home assignments followed by presentations	Presentations Cases Exams
ILO ₁₀ Demonstrate an innovative, open and ethical mindset	Problem-solving Discussions	Cases
PLO4: student is capable of retrieving, collecting, processing and analyzing information relevant for achieving goals in the	Collective work Home Assignment	Team project

professional field;		
PLO4: student is capable of retrieving, collecting, processing and analyzing information relevant for achieving goals in the professional field;	Collective work	Team project
PLO8: student is capable of executing applied analysis of the political phenomena and political processes: (a) by using political science methods and (b) in support of practical decision making process.	Team work Discussions	Team project

Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-3)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Personal Presentation

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. Presenters of the project work highlights key points and responds to follow up questions appropriately. There is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

Team project

Team project is the collective analyses of the particular case – including **Project paper** and **Project presentation**. The selection of the cases is the result of the discussion between the lecturer and group, and should be finalized before the group starts its work.

Project paper (50% of the team project grade)

Grades	Assessment Criteria
«Excellent» (8-10)	A paper has a clear argument, which addresses the topic and responds effectively to all

	aspects of the task. Theories covered by the course are applied correctly. Students demonstrate a complete understanding of the chosen theory and present a strong empirical evidence in its support. A paper meets the common standards of formatting. A paper fully satisfies all the requirements of the task; rare minor errors occur.
«Good» (6-7)	A paper responds to most aspects of the topic with a clear, explicit argument, but the application of theory is limited, or empirical evidence is inconclusive. There are minor errors in the understanding of theories covered by the course. A paper mostly satisfies the requirements of the task.
«Satisfactory» (4-5)	A paper generally addresses the task; the format may be inappropriate in places; students display little evidence of the knowledge of the relevant theories, empirical evidence is poor and inconclusive, a paper may contain frequent errors.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

Quizzes

Quizzes consist of 10 closed and 2 open questions.

Each correct answer for a multiple-choice question yields 1 point. Open questions are marked according to the following criteria:

5 points – full, clear and totally correct answer, demonstrating deep understanding of the material

4 points – answer contains minor mistakes

3 points – answer contains a major mistake

2 points – student demonstrates basic knowledge of material and familiarity with basic concepts but an answer contains more than one major mistake

1 point – student demonstrates very limited familiarity with basic concepts and fails to answer the question

0 points – answer is not given

A student can maximum get 20 points in total. Total result is translated into a 10-point scale according to the following table.

Grades	Assessment Criteria
10	19-20 points
9	17-18 points
8	15-16 points
7	13-14 points
6	11-12 points
5	9-10 points
4	7-8 points
3	5-6 points
2	3-4 points
1	1-2 point(s)
0	0 points

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.
- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Recommendations for exam

For the exam, review of your notes – both from the lectures and the seminars. Look through the presentations. Notice now you are doing the same thing you were doing to prepare for the test. However, for the exam you will actually have to write about some of the broader issues, and convince the instructor who will administer the exam that you know it both in terms of some general structures, but also more profoundly – with all kinds of details and factoids about years, events, personalities.

For every exam question (the list is available as a separate file on LMS) think about the general structure of the topic; its historical elements (what happened after what, that kind of stuff); the personalities; and interesting factoids about all of it. Also try to put the way you look at this issue into the broader perspective.

Importantly, notice that if you feel like your answer to any two given questions in the exam would be similar, most probably that means you are missing something special about the question at hand.

You can use your own notes as well as course reading materials and other sources for the written exam. All exam should be submitted form in the Word or other readable text format.

Recommendations for team project

Before start the project, identify the roles and responsibilities within your group. What principles of collaboration you will use, how frequently you suppose to meet, and recognize interdependencies. The plan of your work and personal contribution of each student have to be visible for the sake of the assessment. Also, get the agreement about the rules of communication and timeline, and the possible reaction for the crisis situation (somebody got sick, stopped to communicate, etc). Please, remember that the final evaluation will be graded equally for all team.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.