

**Syllabus**  
**INTL 4280 – Spring 2017**  
**Nationalism & Ethnic Conflict**

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**Instructor:**

Dr Jennifer Joelle White

**Class Time:**

TuTh, 14:00-15:15

**Office hours:**

Wednesdays, 12:30-14:00 or by appointment

**Class Location:**

Journalism 412

**Office:**

Candler B03

**E-Mail:**

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**Course Description:**

“The emergence of nationalist politics, its consequences for sovereignty, and its effect on maintaining peace.”

Prerequisite: INTL 3200 or INTL 3300 or permission of department

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**Raison d’Être of the Course:**

Nationalism and ethnic conflict are present in many systems – authoritarian, newly democratic, and even advanced democratic systems – and the causes, facilitating variables, and consequences seem to be ever-present, and liable to erupt in virtually *any* society. This is true even of the United States, which has experienced its own trajectories of nationalism and ethnic conflict over time.

We shall discuss the meaning of *ethnicity* as a form of identity conflict, its relation to *nationalism*, and the theories that indicate why ethnicity and identity can lead to conflict. We shall discuss these conflicts with respect to the actors involved (individuals, groups, and institutions), their motivations, and at several levels of analysis (looking at domestic variables and interstate variables). Finally, we shall consider approaches to group conflict management and resolution, evaluating the probabilities of establishing and maintaining a stable society politically, economically, and socially.

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## Course Objectives

In this course, we shall work to:

- develop a clearer understanding of the causes of identity conflict, the variables that determine its duration, and the ways in which such conflict can be avoided or resolved
  - investigate case studies of these group conflicts through analysis **over time** and **comparatively** between/among different cases
  - explore the **political institutional, cultural, and economic** aspects of ethnic conflict so we can better understand how these factors affect outcomes
  - engage in **critical assessments** of the differences and similarities we find, evaluating the impact of the variables we consider on the outcomes observed
  - develop sharper **critical thinking skills** that will enable you to better understand and assess the value of news articles, research papers, and proposed policies
  - use theoretical tools from the course to **explain, predict, or prescribe policy reform** and political behavior as a researcher or practitioner in the field of politics
  - be able to **comprehend and communicate theoretical concepts and findings** with more effective written and verbal communication skills
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## Texts:

We shall use **three** main texts for the course, of which **the first is required**:

**Cordell**, Karl, and Stefan **Wolff**. *Ethnic Conflict: Causes, Consequences, Responses*. Cambridge; Malden, MA: Polity, 2009. (**Required; listed as “CW” in the schedule**)

**Weber**, Anke, Wesley **Hiers**, and Anaïd **Flesken**. *Politicized Ethnicity: A Comparative Perspective*, 2016. (**Recommended, listed as “Weber” in the schedule**)

**Lake**, David A., and Donald S **Rothchild**. *The International Spread of Ethnic Conflict: Fear, Diffusion, and Escalation*. Princeton, N.J.: Princeton University Press, 1998. (**Recommended**)

There will also be selected readings from other texts and news articles, some of which are listed in the course schedule below, and some which will be determined later. All of these readings (and the WHF readings) will be posted on the course’s site on the eLC. **Please NOTE: The readings that will be posted on the course Web site are for use by students in this course ONLY! Please do not share these copyrighted materials with others, else I shall receive a nasty “cease and desist order” from the publishers. Not fun.**

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## Ground Rules

Each day’s assignments and readings must be completed before class, and each student must be ready to conduct a quality discussion on the day’s material. Also, lectures will not be mere repetition of the reading material, and students will be expected to come to class ready to expand on the readings and assignments. In effect, we shall be building the lectures together, so each student must be engaged in the discussions (and, of course, this counts towards your participation grade!).

**Please note the following:**

1. The use of laptops, cell phones, iPods, or any other electronic device **will not be allowed during class**. Period. No exception. We shall be doing this old-school, ladies and gentlemen. If you cannot be disconnected for 75 minutes twice a week, do not take this class.
  2. **You may accrue up to three unexcused absences without penalty**. If you are absent for more than three class meetings and do not bring a valid (per University policy) written excuse, your participation grade will be lowered by one letter grade per unexcused absence. As participation is a part of your grade, you cannot participate if you do not attend class.
  3. **If you are absent on a day when an assignment is due, you must provide an acceptable excuse per University policy in order to make up the assignment**. In addition, if you know you will be absent (e.g., for religious observance, an extra-curricular event, or illness), I would appreciate an e-mail notification ahead of time, if possible.
  4. **Be sure you know what the heck plagiarism is** (see [www.merriam-webster.com/dictionary/plagiarize](http://www.merriam-webster.com/dictionary/plagiarize)). **Work submitted for this course must be your own work; all necessary citations must be properly provided when you cite anyone or anything else**: All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for knowing these standards **before** performing any academic work, and we shall discuss points of academic ethics and plagiarism in class. For more information, see: [honesty.uga.edu/ahpd/culture\\_honesty.htm](http://honesty.uga.edu/ahpd/culture_honesty.htm). **To reiterate**: any incidents of plagiarism or intellectual fraud (see [www.merriam-webster.com/dictionary/fraud](http://www.merriam-webster.com/dictionary/fraud)) will be treated as the **most serious offense**. If you need help in determining what constitutes plagiarism and how to avoid committing this most egregious intellectual sin, please consult me or our kickin' SPIA Librarian, Elizabeth White ([elwhite1@uga.edu](mailto:elwhite1@uga.edu)).
  5. Our discussions may touch upon ideas or topics on which we may not all agree – in fact, this will probably be the case. Each student is expected to be courteous and respectful of the viewpoints and ideas of all others in the class, although disagreements are certainly acceptable. **In discussions, you should make an effort to provide either a theoretical or empirical basis for your comments – this is a major part of becoming a critical thinker, and it is part of the goal of this course**.
  6. This syllabus is a general plan; **it may be necessary for me to amend any part of the syllabus as we proceed through the course**. Announcements will generally be made in class and on the course Web site, so you should be sure to attend each class, and to **check the course Web site on ELC often**.
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## Class Agenda

**For each class**, students are expected to have **completed the readings listed for that day** in the course schedule *before class*. Generally, we shall spend the first part of the class period discussing current events, announcements, and then reviewing the readings. The second part of each class will be dedicated to discussion, activities, or group work. This is a general plan, and may be amended due to visits from guest speakers, holidays, or events.

Students are also expected to **be familiar with current events** related to identity conflict, and we shall have discussions of these events and how they bear on our studies up to that point each week. As this is a course in which you are expected to sharpen your critical thinking skills, you should try to check out at least *two (2)* news sources each day and thoughtfully assess each source's presentation of the information. This may be most easily accomplished on-line, by going to the "world news" section in any of the following sources:

- The New York Times ([www.nytimes.com](http://www.nytimes.com) – free [for now]; registration required)
  - NPR ([www.npr.org](http://www.npr.org), also carried on WUGA on-line and at 91.7FM)
  - The BBC On-Line ([news.bbc.co.uk](http://news.bbc.co.uk))
  - The Guardian On-Line ([www.guardian.co.uk](http://www.guardian.co.uk))
  - Le Monde ([www.lemonde.fr](http://www.lemonde.fr) – in French)
  - Der Spiegel ([www.spiegel.de](http://www.spiegel.de) – in German)
  - The Christian Science Monitor (<http://www.csmonitor.com>)
  - Check out **Google News** (<http://news.google.com/nwshp?hl=en&tab=wn>), and choose "World" to see the world's news in the country of your choice – there are many news sources here in English (e.g., Canada, New Zealand, Australia, South Africa) as well as other languages.
  - With a Google account, you can use "Google Alerts" to set up and filter Google News to receive migration-related news items (under "Google Account Settings → Alert Settings").
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## Reading Assignments

This course includes a significant reading load (approximately 100 pages per week). To get through this material as efficiently as possible, you may find it more effective to approach the reading in this manner: Read the introduction and then conclusion to identify the author's main argument(s). Then scan section headings (or the first sentence in each paragraph) to see how the author develops and supports the main argument. Finally, reserve detailed reading for those sections that clarify the argument or provide supporting evidence. Give yourself time to *think* about the reading, challenging its arguments or coming up with additional evidence that you believe supports the presented arguments.

We shall discuss these readings thoroughly, and to prepare for the class discussions, you should always consider the following: What is the author's main point or argument? What evidence does s/he offer to support this view? Is the argument and evidence compelling? Can I think of arguments / evidence that support / undermine this? Why is this piece on the syllabus? How does it relate to previous readings? How can I use this piece in an essay?

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## Grading

|  |   |             |
|--|---|-------------|
| <b>Participation</b>   | → | <b>10%</b>  |
| <b>Office Meeting</b>  | → | <b>5%</b>   |
| <b>Quizzes (up to 3)</b>   | → | <b>15%</b>  |
| <b>Journal Reflections (up to 4)</b>   | → | <b>20%</b>  |
| <b>Leading One Class Discussion on a Case(s)<br/>(Group, Peer-Evaluated)</b> | → | <b>10%</b>  |
| <b>Research Design (40%)</b>   | → |             |
| <b>Research Question (Peer Reviewed)</b>                                     | → | <b>10%</b>  |
| <b>Literature Review</b>   | → | <b>5%</b>   |
| <b>Hypotheses</b>  | → | <b>5%</b>   |
| <b>Implementation (Data, Research Proposed)</b>                              | → | <b>5%</b>   |
| <b>Implications/Draft (Peer Reviewed)</b>                                    | → | <b>10%</b>  |
| <b>Final Draft</b>   | → | <b>5%</b>   |
| <b>Total:</b>  |   | <b>100%</b> |

Grading will be based on a group presentation and a peer review of that presentation; an individual research paper (including a peer review of constituent parts of the paper and its rough draft); journal reflections (to be assigned during class and completed on the eLC course Web site); class participation; and a **mandatory** office meeting with me to take place in the course of the semester. Exact details of the assignments will be given in class well in advance of each assignment's due date.

### **Group Presentation:**

1. Students will work in groups to present a case study of an ethnic/nationalist conflict, based on a reading assigned for that case. The group will be expected to present the reading for the day's class and any additional information that is relevant to the conflict study, meaning that additional research will likely be required. The group will also pose discussion questions as well as answer any questions on the case from the class.
2. The class presentation will be peer-graded (students not presenting will be given a rubric to assess those presenting). Five percent of the grade will be averaged from the peer reviews; another five percent will be given for the peer review that you submit.

### **Individual Projects:**

1. Each student will write a brief reflection on various topics related to the course in a journal on the eLC course Web site. The prompts for these journal entries will be given in class. There will be approximately four (4) such essay reflections required.
2. Each student will be responsible for writing an individual research design paper. Note that you will not perform the research (i.e., you will not use data and analyze it); instead, you will develop a sound research design and indicate the data sources or type of research activity(ies) that would enable you to perform analysis and draw conclusions. The research design will be completed in stages throughout the semester, and some components will be reviewed by one other student in the class.

Details concerning these projects will be discussed in class well in advance of the respective due dates. **Additional assignments** may also be given during class, either to be completed in class or turned in during a future class session.

### **Participation:**

As one of the objectives of the course is to develop better critical thinking skills and to be able to communicate concepts and ideas more effectively, participation counts heavily toward your final grade. Silently attending lectures and completing all assignments on time earns you a C- or 70% (so keep this in mind with regard to how late you get in the night before we have class). A higher grade is contingent on **active participation**. I define participation broadly, for example: raising questions or expressing confusion about the material; interacting with me outside of the classroom; posting interesting articles on the eLC course Web site that relate to our course material. If you are concerned about participation, contact me and we can discuss strategies to raise your grade, but **do not wait until the last day of class to do this**, as it will be too late by then!

Note that part of your participation grade (5%) is an office visit to see me at some point **before classes end**. If you have a question or comment about the course or an assignment, or if you would like to discuss some issue from class in greater detail, this would be an excellent opportunity to do just that. Note that if you wait until the end of the semester to come see me, you may not be able to do so if other students have also waited. I will of course try to meet students on an appointment basis for those who cannot visit me during my office hours and hold "happy hour" office hours throughout the semester, but I **cannot guarantee** my availability outside of my office hours. So, plan that office visit accordingly!

### Grading Scale:

Grading for the course will be deemed as follows:

|       |    |       |    |       |    |     |   |
|-------|----|-------|----|-------|----|-----|---|
| >=94  | A  | 84-86 | B  | 74-76 | C  | <60 | F |
| 90-93 | A- | 80-83 | B- | 70-73 | C- |     |   |
| 87-89 | B+ | 77-79 | C+ | 60-69 | D  |     |   |

### Contested Grades:

If you have a concern about the grade you received for a test or assignment, you must submit a **type-written** explanation of the problem along with the test or assignment in question **within one week** of my returning the assignment to you. I shall re-evaluate your work and assign a “new” grade, taking into account your written explanation (which, in essence then, becomes part of the re-grade). Note, however, that this process may result in the same grade, a higher grade, or indeed a **lower grade for that assignment**. You are allowed this one appeal for each graded assignment; the re-grade will then stand. If the issue is merely a matter of an error in calculation on my part, you need not submit a type-written request for this correction, but you do need to notify me of this error within one week of receiving the graded assignment back from me. *Capisce?* Please see me if you do not understand this policy or if you have questions about it.

### Late Work

Outside of an accepted University excuse, under **unusual** circumstances, and on a **case-by-case** individual basis, I **may** accept late work *if you have communicated to me before the due date that the work is to be late*. All late work must then be received within three days of the original due date, or a zero for the assignment will be given. In all cases, it is **your responsibility** to ensure that I receive your work – not mine. If, for any reason, you are unsure if your work has been received by me, it is up to you to follow up. I do reserve the right to refuse late work.

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### Class Schedule

The course syllabus presents a general plan for the course, but not all readings have yet been determined. Depending upon political events that may yet unfold, I shall determine readings for the days for which “TBA” (“to be announced”) is noted and I may also add readings that may be of particular relevance. These added readings will be related to that day’s topic, as listed below, and will be made available on the eLC course Web site. Some readings in texts other than our main textbooks are already listed below, and are marked with a “\*\*\*” – these, too, will be available on the eLC course Web site. Bear in mind, however, that deviations from this schedule may well be necessary, and I shall announce these to the class and post on eLC.

If you note any errors (likely) below, please let me know.

## **5 January: Introduction – Getting to Know You**

### **10 January: Critical Thinking and Introduction to Ethnic Conflict**

#### **Main Readings:**

Paul, Richard, and Linda Elder. "Critical Thinking: Concepts and Tools." (Dillon Beach, CA: The Foundation for Critical Thinking, 2006).

CW – Chapters 1 & 2 \*\*

### **12 January: Identity and Group Conflict**

#### **Main Readings:**

Horowitz, Donald L. *Ethnic Groups in Conflict*. Berkeley: University of California Press, 2000. –

**Chapter 1 \*\***

Tajfel (TBA) \*\*

### **17 January: "Ethnicity" and Theories of Ethnic Conflict**

#### **Main Readings:**

CW – Chapter 3

Weber – Chapter 1 \*\*

### **19 January: The Importance of Time in Analysis, and Politicized Ethnicity**

#### **Main Readings:**

Pierson, Paul. *Politics in Time: History, Institutions, and Social Analysis*. Princeton: Princeton University Press, 2004. – **Chapter 1 \*\***

Weber – Chapter 1 \*\*

### **24 January: Case Study – Ethnic/Identity Conflict in the US**

#### **Main Readings:**

Weber – Chapter 4 \*\*

### **26 January: Understanding the Causes of Ethnic Conflict**

CW – Chapter 4

### **31 January: Economics and Identity Conflict**

#### **Main Readings:**

Alesina, Alberto, Reza Baqir, and William Easterly. "Public Goods and Ethnic Divisions," *Quarterly Journal of Economics*, 114, No. 4 (1999): 1243-1284. \*\*

Canache, Damarys. "Looking out My Back Door: The Neighborhood Context and Perceptions of Relative Deprivation," *Political Research Quarterly*. 49, No.3 (1996): 547-571. \*\*

### **2 February: Social Movements/Group Mobilization**

#### **Main Readings:**

TBA \*\*

### **7 February: Nationalism vs Ethnic Conflict**

Connor, Walker. *Ethnonationalism: The Quest for Understanding*. Princeton, N.J.: Princeton University Press, 1994. – **Chapters 4 & 8 \*\***

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



## **9 February: Case Study – Northern Ireland**

### **Main Readings:**

Bosi, Lorenzo, Niall Ó Dochartaigh, and Daniela Pisiou. *Political Violence in Context: Time, Space, and Milieu*. Colchester, UK: ECPR Press, 2015. – **Chapter 3 \*\***  
(TBA) \*\*

## **14 February: Film (TBA)**

### **DUE: Research Question**

## **16 February: Film & Discussion**

### **DUE: Peer Review of Research Question**

## **21 February: The Spread of Ethnic Conflict beyond State Borders**

### **Main Readings:**

Lake and Rothchild – Chapter 1 \*\*

## **23 February: Case Presentations**

### **In Class: Group Presentations**

- Kurds (reading TBA) \*\*
- Bosnia (reading TBA) \*\*

## **28 February:**

Lake, David A., and Donald S Rothchild. *The International Spread of Ethnic Conflict: Fear, Diffusion, and Escalation*. Princeton, N.J.: Princeton University Press, 1998. – **Chapter 12 \*\***

## **2 March: Case - Rwanda**

### **DUE: Research Design – Literature Review**

### **Main Readings:**

Rwanda Chronology (<http://www.pbs.org/wgbh/pages/frontline/shows/rwanda/etc/cron.html>)  
Eller, Jack David. *From Culture to Ethnicity to Conflict: An Anthropological Perspective On International Ethnic Conflict*. Ann Arbor: University of Michigan Press, 1999. – **Chapter 5 \*\***

## **7-9 March: NO CLASS! SPRING BREAK!**

## **14 March: Responses to Ethnic Conflict**

### **Main Readings:**

CW– Chapter 5

## **16 March: Cases – Northern Ireland/Basque/Macedonia &**

### **In Class: Group Presentation**

- Northern Ireland/Basque/Macedonia (Bosi *et al*, **Chapter 4 \*\***)

## **20 March: WITHDRAWAL DEADLINE**

## **21 March: International Intervention (or not) in Ethnic Conflict**

### **DUE: Research Design – Hypotheses**

### **Main Readings:**

CW – Chapter 6, pages 100-112

Lake and Rothchild – **Chapter 4 \*\***

### **23 March: Cases: Kosovo and Israel/Palestine**

**In Class:** Group Presentations

- Kosovo (CW – Chapter 6, pages 113-137)
- Israel/Palestine (reading TBA \*\*)

### **28 March: Ethnic/Identity Conflict Resolution**

**Main Readings:**

CW – Chapter 7

### **30 March: Cases – South Africa and Sri Lanka**

**In Class:** Group Presentations

- South Africa (reading TBA \*\*)
- Sri Lanka (reading TBA \*\*)

### **4 April: To Secede or Not to Secede, That Is the Question..**

**DUE: Research Design – Prospective Research Implementation**

**Main Readings:**

Lake and Rothchild – Chapter 6 \*\*

### **6 April: Cases – Québec and Xinjiang Province, China (Uighurs)**

**In Class:** Group Presentations

- Québec (reading TBA \*\*)
- Uighurs in Xinjiang (Bosi *et al*, Chapter 9 \*\*)

### **11 April: Partition as Resolution to Ethnic/Identity Conflict: Cutting Losses or Staking Claims?**

**Main Readings:**

Sambanis, Nicholas, “Partition as a Solution to Ethnic War: An Empirical Critique of the Theoretical Literature.” *World Politics*, 52, No. 4 (2000): 437-483. \*\*

### **13 April: Cases – Cyprus and Ethiopia/Eritrea**

**In Class:** Group Presentations

- Cyprus (reading TBA \*\*)
- Eritrea/Ethiopia (reading TBA \*\*)

### **18 April: Peace & Reconciliation in the Wake of Identity Conflict**

**DUE: Research Design Rough Draft**

**Main Readings:**

TBA \*\*

### **20 April: Alternatives to Ethnic Conflict & Avoiding Ethnic/Identity Conflict & Building Social Trust**

**Main Readings:**

CW – Chapter 8

TBA \*\*

### **25 April: Wrap Up & Review**

**DUE: Research Design Draft Peer Evaluation**

**Main Readings:**

CW – Chapter 9

### **4 May: Final Research Designs Due**