

INTL 8280: Nationalism and “Ethnic” Conflict
Spring 2020

Class meeting time: Tuesday, 3:30-6:15pm

Class location: International Affairs Building (202 Herty Drive), Room 115

Dr. Nora Webb Williams

Office: International Affairs Building (202 Herty Drive), Room 312

Office Hours: Wednesday, 3-5pm

Office Phone: 706-542-9448

Email: norawebbwilliams@uga.edu

Course description: What is a nation? And what is nationalism? In the first half of this course, we will wrestle with these definitions, covering classic conceptions and more recent approaches. In the second half of the course, we consider the origins and impacts of conflict that is posited to be driven by nationality and/or ethnicity. Alongside the theoretical and empirical aspects of the course, we will also cover material related to academic professionalization, mainly targeted towards PhD students.

Course goals: After taking this course, students will be able to:

- Identify major questions and debates in nationalism and conflict research
- Write succinct reviews of published works
- Demonstrate an understanding of the requirements for an academic career
- Develop original research questions and findings that are grounded in prior literature on nationalism and “ethnic” conflict

Course assignments:

- Participation in discussion (30%)
- Reading memos (2) (10% each)
- Presentation of recent research (5%)
- Publication plan (5%)
- Final paper (40%)

Grade Scale:

- >=93%: A
- 90-92.99%: A-
- 87-89.99%: B+
- 83-86.99%: B
- 80-82.99%: B-
- 77-79.99%: C+
- 73-76.99%: C
- 70-72.99%: C-
- 60-69.99%: D
- <60%: F

Participation: This is *not* the same thing as attendance. Active participation is key in a graduate seminar and means contributing to the class discussion in a meaningful way. You should be prepared to comment on or answer a question about every reading under discussion. Speaking up in public is a skill that does not come easily to everyone. You can let me know if speaking up is hard for you and we can work together on some strategies to make it easier. On the other side of the coin, it can be easy for graduate seminars to become dominated by a few voices at the expense of hearing from everyone. As the discussion moderator, I will aim for parity in terms of speaking time to

allow for a wide range of contributions. At times, this may mean that I will request that some students speak less in class.

Reading memos: There are two required reading memos, each worth 10% of your grade. Single spaced, one-page minimum, two-page maximum. You are required to circulate your memo **to the entire class by email by 8pm on the Monday before class**. These memos should include only a minimum of summary and instead prioritize synthesis between readings, critiques, and broader questions/comments that the reading(s) raise.

Recent research presentation: In the final weeks of the course, students will identify and circulate new-to-them research they have encountered in their outside reading. The articles must be circulated by **8pm on the Sunday before class**. While no written response is required, students will briefly present the article to the class and lead a short discussion. Specific assignments for presentation days will be discussed in class.

Publication plan: On or before **March 24**, students will submit a timeline for writing and submitting an article to an academic journal via email. More information on this assignment will be discussed in class.

Final paper: A 20-to-30-page paper on a course-related topic of the student's choice, submitted **via email and in hard copy** on or before **noon on Tuesday, May 5**. For some students, this might take the form of an extended literature review. Others may have data that they can analyze and interpret. A research design proposal may be substituted after discussion with the professor. Students should discuss their proposed paper topic and format with the professor early in the semester during office hours. Students will also have the option to receive peer feedback on the final day of the course. You are highly encouraged to take advantage of this opportunity by circulating a draft of your paper to the class well in advance of the final class meeting day (exact deadline to be discussed in class).

Course materials: The following books are assigned for the course (some are optional). Articles can be found on the course eLC.

- 1) Anderson, Benedict. (2006 edition or later recommended). *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. London: Verso. ISBN: 9781784786755
- 2) Brubaker, Rogers. 1996. *Nationalism Reframed: Nationhood and the National Question in the New Europe*. Cambridge: Cambridge University Press. ISBN: 9780521576499
- 3) Gellner, Ernest. (2009 edition or later recommended). *Nations and Nationalism*. Ithaca: Cornell University Press. ISBN13: 9780801475009
- 4) Hirsch, Francine. 2005. *Empire of Nations: Ethnographic Knowledge and the Making of the Soviet Union*. Ithaca: Cornell University Press. ISBN13: 9780801489082
- 5) Hobsbawm, E.J. 1992. *Nations and Nationalism since 1780: Programme, Myth, Reality*. Cambridge: Cambridge University Press. ISBN: 9781107604629
- 6) Horowitz, Donald L. 1985 (2001 edition preferred). *Ethnic Groups in Conflict*. Berkeley: University of California Press. ISBN: 9780520227064
- 7) Mamdani, Mahmood. 2001. *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*. Princeton: Princeton University Press. ISBN 9780691102801
- 8) McGranahan, Carole. 2010. *Arrested Histories: Tibet, the CIA, and Memories of a Forgotten War*. Duke University Press. ISBN: 978-0-8223-4771-2
- 9) Smith, Anthony D. 1998. *Nationalism and Modernism: a Critical Survey of Recent Theories of Nations and Nationalism*. London: Routledge. ISBN: 9780415063418
- 10) REQUIRED FOR PHD STUDENTS AND ANYONE CONSIDERING AN ACADEMIC CAREER: Kelsky, Karen. 2015. *The Professor Is In: The Essential Guide to Turning Your PhD into a Job*. New York: Three Rivers Press
- 11) OPTIONAL but highly recommended for Spring Break reading: Keefe, Patrick Radden. 2019. *Say Nothing: A True Story of Murder and Memory in Northern Ireland*. New York: Doubleday. ISBN: 978-0385521314

Attendance policy: I will not take attendance and attendance is not, strictly speaking, a graded portion of the course. However, if you do not attend class, that means you are *not* participating or gaining from the knowledge of your peers. In a small seminar, attendance is crucial.

Contacting the instructor: Office hours generally are first-come, first-served opportunities to meet with the professor. If you need to set up a specific time to meet, please email me. I am available to answer questions via email, but do not expect a response for at least 24 hours. Unsure about how to word an email to your professor? Read this blog post (be aware that it has some profanity): <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

Accommodations: If you require a disability accommodation, it is your responsibility to contact the Disability Resource Center (<https://drc.uga.edu/>) as soon as possible. Accommodations will only be made through the DRC.

Honor code: As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Technology policy: Screens are very distracting to your fellow students. At the same time, I recognize that they are important tools, especially for notetaking and referring to readings. Keep cellphone use to an absolute minimum and be conscious of how your screens affect those around you. I reserve the right to ask what's on your screen at any point or to ask you to move to a different part of the room based on technology usage.

Diversity policy: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that diversity within the classroom be viewed as a resource, strength and benefit. I will strive to present materials and activities in ways that respect and affirm such differences. I expect the same of you: while discomfort is an important part of the learning process, nobody should be made to feel unsafe in this classroom. I will not create or allow space for offensive language or behavior related to differences in gender, race, age, national origin, ethnicity, gender identity and expression, immigration status, intellectual and physical ability, sexual orientation, income, faith, socio-economic class, family status, primary language, military experience, and political identification.

Reporting policy: Although class materials are generally considered confidential pursuant to student record policies and laws, University employees cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the professor, I must report certain information to other University offices if you share it with me. This includes allegations of sexual assault, sexual discrimination, or sexual harassment when they involve UGA students, faculty, or staff, or third parties visiting campus. UGA also has a vast array of resources available to students facing a variety of challenges:

- Office of Student Care & Outreach (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email sco@uga.edu.
- Counseling and Psychiatric Services (CAPS) - 706-542-2273 (during regular business hours) After Hour Mental Health Crisis: 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician).
- Relationship and Sexual Violence Prevention – 706-542-SAFE (Please note, faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. The advocates at RSVP can provide student confidentially).

Students and faculty can report non-emergency behavior that causes them to be concerned using these confidential reporting resources: <https://eoo.uga.edu/Confidential-Reporting>.

Course schedule: You should do the reading *before* the day it is listed. The following is the schedule of when we will discuss a given reading. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

WEEK 1:

1/7: Introduction, Course Overview

WEEK 2:

1/14: Classic Nationalism

- Renan (c. 1882), “What is a Nation?”
- Benedict Anderson (1983), *Imagined Communities*

Watch (optional): The Death of Yugoslavia (6-part BBC documentary, part 1 available here: <https://www.youtube.com/watch?v=vDADy9b2IBM>)

WEEK 3:

1/21: Classic Nationalism

- Gellner (1983), *Nations and Nationalism*
- Hroch (1993), “From National Movement to the Fully Formed Nation”
- Nairn (1974), “Scotland and Europe”

WEEK 4:

1/28: Classic Nationalism

- Hobsbawm (1990), *Nations and Nationalism since 1780*
- Brubaker (1996), *Nationalism Reframed*

WEEK 5:

2/4: Classic Nationalism

- Smith (1989), “The Origins of Nations”
- Smith (1998), *Nationalism and Modernism*
- Pettman (1998), “Nationalism and After”

WEEK 6:

2/11: Constructing Nationalism in the Soviet Sphere

- Hirsch (2005), *Empire of Nations*
- Slezkine (1994), “The USSR as a Communal Apartment”

WEEK 7:

2/18: Nationalism Grab Bag

- McGranahan (2010), *Arrested Histories*
- Robinson (2014), “National versus Ethnic Identification in Africa”
- Golder (2016), “Far Right Parties in Europe”

WEEK 8:

2/25: Social Identity

- Tajfel, H., & Turner, J. C. (2004). “The Social Identity Theory of Intergroup Behavior”
- Kalin and Sambanis (2018), “How to Think About Social Identity”
- Davenport (2020), “The Fluidity of Racial Classifications”

WEEK 9:

3/3: Classic “Ethnic” Conflict

- Horowitz (1985), *Ethnic Groups in Conflict*
- Hechter and Okamoto (2001), “Political Consequences of Minority Group Formation”
- Chandra (2006), “What is Ethnic Identity and Does It Matter?”

WEEK 10:

3/10: SPRING BREAK

Read on the beach (optional):

- Keefe (2019), *Say Nothing*

WEEK 11:

3/17: “Ethnic” Conflict

- Fearon and Laitin (1996), “Explaining Interethnic Cooperation”
- Fearon and Laitin (2003), “Ethnicity, Insurgency, and Civil War”
- Walter (2017), “The New New Civil Wars”

WEEK 12:

3/24: "Ethnic" Conflict

- Habyarimana et al. (2007), "Why Does Ethnic Diversity Undermine Public Goods Provision?"
- Varshney (2001), "Ethnic Conflict and Civil Society India and Beyond"
- Wilkinson (2009), "Riots"

Due: Publication plan/timeline

WEEK 13:

3/31: "Ethnic" Conflict and Colonialism

- Mamdani (2001), *When Victims Become Killers*
- Poser (2004), "The Political Salience of Cultural Difference"

WEEK 14:

4/7: Factional Conflicts and Network Analysis

- Dorff, Gallop, and Minhas (forthcoming), "Networks of Violence"
- Gade, Hafez, and Gabbay (2019), "Fratricide in rebel movements"
- Gade (forthcoming), "Social isolation and repertoires of resistance"

WEEK 15:

4/14: Recent research presentations/discussions

WEEK 16:

4/21: Recent research presentations/discussions

Due: Final paper (drafts for review)

WEEK 17:

4/28: Peer feedback on papers, final thoughts, additional recent research presentations/discussions (if needed)

FINAL PAPER DUE NOON ON TUESDAY, MAY 5 (hard copy and email)