

# INTL 4280: Foundations of Ethnic Conflict

University of Georgia

Fall 2020, MWF 10:20-11:10

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## Welcome!

This is a course about ethnic diversity and its importance for politics. We begin by asking what ethnicity is and why it should, in theory, be linked to political outcomes. We then cover three key areas in which ethnic diversity is theoretically important: the provision of (or failure to provide) public goods, political competition, and conflict.

## Attendance policy and in-person sessions

Due to social distancing measures, your experience of this class will be primarily online. During each scheduled class period, I will host a discussion section on Zoom. You are strongly encouraged to log on and participate in every Zoom meeting. Recordings of these Zoom meetings will also be made available via the course ELC. In compliance with the University requirement, I will offer optional in-person meetings. While I am required by the University to make these in-person sessions available, you are not required to attend them. Nor is it necessary for you to attend in order to perform well in the class. Further instructions about zoom and in-person meetings will be posted to ELC.

## How will you be graded?

I will administer three exams over the course of the semester (see [Table 1](#)). All exams will be administered via ELC, and will be taken remotely. The exams will be open note and open book. Exams will contain a mixture of multiple choice and short essay questions. You will be able to complete all of the required work for this class remotely. This includes participation in all class activities and preparation for the exams. There will be **no makeups** offered for the exams. You may optionally take the final exam (remotely) at the time scheduled by the university. The final can improve your grade by replacing your lowest exam score. If you choose to take the optional final, it cannot harm your grade. You will also have a **writing assignment**. Instructions for this short paper will be distributed later in the semester. No extensions will be offered for the writing assignment.

Our main activity will be discussion of the assigned readings. For each reading, you will have a handout divided into three sections. The **invitation** section of the handout presents the main policy issues or debate considered in the reading. Questions in the **exploration** section delve deeply into the approach of the paper, and the accompanying conceptual issues. The handout will close with a section labeled **application**, which invites you to consider how the material covered in the reading is connected to bigger picture questions. *The handouts are your study guide for the exams.*

Assignment	Prop. of grade	Date	Primary focus
Exam 1	25%	Sep. 30	weeks 1-5
Exam 2	25%	Oct. 28	weeks 7-9
Exam 3	25%	Dec. 2	weeks 11-13
Paper	25%	Dec. 16	See details on elc
Final exam	Optional	See UGA sched.	All

Table 1: Assignments

## Ground rules

You are responsible for being self-motivated, self-directed, active learners. I expect you to comply with university policy and use common sense. You should complete all of the course assignments and participate fully in all of our activities. I expect that you will comply with the [University Code of Conduct](#).

# Goals and teaching philosophy

When this course is finished, you should:

- Develop a robust conceptual understanding of ethnicity
- Deepen your understanding of core social science concepts by applying them to a range of cases
- Understand the main theoretical explanations for the impacts of ethnic diversity
- Have explored the main empirical approaches to studying the impacts of diversity on conflict and cooperation

As your professor, it is my responsibility to create an environment that fosters your learning. This includes keeping materials up to date on the course etc, and otherwise providing a well-organized course. You are responsible for taking advantage of that environment. If any aspect of the course is impeding your learning, please communicate that to me in whatever way you feel most comfortable.<sup>1</sup>

## Course Schedule

**Most readings will be available via UGA's electronic course reserves system (password: coordinate).** Readings not available in course reserves will be posted to the course ELC.

### Introduction

- Friday, August 21, 2020: First meeting. No in-person meeting. Zoom session. See posted lecture on ELC for introduction to class and review of syllabus.

#### 1 What is ethnicity, and why does it matter?

- Monday, August 24, 2020: Read "Conflict Is More Profitable Than Peace" by Nicholas Kristoff. Review invitation section of handout.
- Wednesday, August 26, 2020: Read, **Chandra (2006)** . Review exploration section of handout.
- Friday, August 28, 2020: Review application section of handout.

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<sup>1</sup>A note about my name: Feel free to call me Micah or Professor Redman or Professor Gell-Redman.

## **2 More on defining ethnicity**

- Monday, August 31, 2020: Review invitation section of handout.
- Wednesday, September 02, 2020: Read, [Fearon and Laitin \(2000\)](#) . Review exploration section of handout.
- Friday, September 04, 2020: Review application section of handout.

## **Ethnicity and public goods**

### **3 Understanding the impact of diversity on cooperation**

- Monday, September 07, 2020: Read [Habyarimana et al. \(2009, Chapter 1\)](#). Review invitation section of handout.
- Wednesday, September 09, 2020: Review exploration section of handout.
- Friday, September 11, 2020: Review application section of handout.

### **4 Testing for the impact of diversity**

- Monday, September 14, 2020: Review invitation section of handout.
- Wednesday, September 16, 2020: Read [Habyarimana et al. \(2007\)](#). Review exploration section of handout. Note - this reading is distinct from the one listed for the previous week.
- Friday, September 18, 2020: Review application section of handout.

### **5 Integrating the role of context**

- Monday, September 21, 2020: Read [Enos and Gidron \(2016\)](#). Review invitation section of handout.
- Wednesday, September 23, 2020: Review exploration section of handout.
- Friday, September 25, 2020: Review application section of handout.

### **6 Review and exam**

- Monday, September 28, 2020: Exam review
- Wednesday, September 30, 2020: Exam 1
- Friday, October 02, 2020: Questions about exam and course thus far

## **Ethnicity and representation**

### **7 Importance of ethnicity for political competition**

- Monday, October 05, 2020: Review invitation section of handout.
- Wednesday, October 07, 2020: Read [Posner \(2004\)](#). Review exploration section of handout.
- Friday, October 09, 2020: Review application section of handout.

### **8 Voting along ethnic lines**

- Monday, October 12, 2020: Review invitation section of handout.
- Wednesday, October 14, 2020: Read [Ferree \(2006\)](#). Review exploration section of handout.
- Friday, October 16, 2020: Review application section of handout.

### **9 Auditing representatives**

- Monday, October 19, 2020: Review invitation section of handout.
- Wednesday, October 21, 2020: Read [McClendon \(2016\)](#). Review exploration section of handout.
- Friday, October 23, 2020: Review application section of handout.

### **10 Review and exam**

- Monday, October 26, 2020: Exam review
- Wednesday, October 28, 2020: Exam 2
- Friday, October 30, 2020: University holiday. No class meeting.

## **Ethnicity and conflict**

### **11 Cooperation or conflict?**

- Monday, November 02, 2020: Review invitation section of handout.
- Wednesday, November 04, 2020: Read [Fearon and Laitin \(1996\)](#). Review exploration section of handout.
- Friday, November 06, 2020: Review application section of handout.

## 12 Contact and conflict

- Monday, November 09, 2020: Review invitation section of handout.
- Wednesday, November 11, 2020: Read [Scacco and Warren \(2018\)](#). Review exploration section of handout.
- Friday, November 13, 2020: Review application section of handout.

## 13 Threat and conflict

- Monday, November 16, 2020: Review invitation section of handout.
- Wednesday, November 18, 2020: Read [Enos \(2016\)](#). Review exploration section of handout.
- Friday, November 20, 2020: Review application section of handout.

**First draft of paper, due November 20th at 5pm. See ELC for details.**

Thanksgiving Break. No class meetings on Monday, November 23, 2020; Wednesday, November 25, 2020; Friday, November 27, 2020. **Note: There will be no in-person meetings following the Thanksgiving break.**

## 14 Review and exam

- Monday, November 30, 2020: Review
- Wednesday, December 02, 2020: Exam 3
- Friday, December 04, 2020: Questions on exam

## 15 Close

- Monday, December 07, 2020: Feedback on drafts
- Tuesday, December 08, 2020: Feedback on drafts

**Final draft of paper due, Dec. 16. See ELC for details.**

## References

Chandra, Kanchan. 2006. "What is ethnic identity and does it matter?" *Annu. Rev. Polit. Sci.* 9:397–424.

- Enos, Ryan D. 2016. "What the demolition of public housing teaches us about the impact of racial threat on political behavior." *American Journal of Political Science* 60(1):123–142.
- Enos, Ryan D and Noam Gidron. 2016. "Intergroup behavioral strategies as contextually determined: Experimental evidence from Israel." *The Journal of Politics* 78(3):851–867.
- Fearon, James D and David D Laitin. 1996. "Explaining interethnic cooperation." *American political science review* 90(4):715–735.
- Fearon, James D and David D Laitin. 2000. "Violence and the social construction of ethnic identity." *International organization* 54(4):845–877.
- Ferree, Karen E. 2006. "Explaining South Africa's racial census." *Journal of Politics* 68(4):803–815.
- Habyarimana, James, Macartan Humphreys, Dan Posner and Jeremy Weinstein. 2007. "Why Does Ethnic Diversity Undermine Public Goods Provision? An Experimental Approach." *American Political Science Review* 101(4):709–725.
- Habyarimana, James, Macartan Humphreys, Dan Posner and Jeremy Weinstein. 2009. *Coethnicity: Diversity and the Dilemmas of Collective Action*. New York: Russell Sage Foundation.
- McClendon, Gwyneth H. 2016. "Race and responsiveness: An experiment with South African politicians." *Journal of Experimental Political Science* 3(1):60–74.
- Posner, Daniel N. 2004. "The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi." *American Political Science Review* 98(4):529–545.
- Scacco, Alexandra and Shana S Warren. 2018. "Can social contact reduce prejudice and discrimination? Evidence from a field experiment in Nigeria." *American Political Science Review* pp. 1–24.

## Coronavirus Information for Students

### Face Coverings:

Effective July 15, 2020, the University of Georgia – along with all University System of Georgia (USG) institutions – requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

## **DawgCheck:**

Please perform a quick symptom check each weekday on DawgCheck – on the UGA app or website – whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>.

## **What do I do if I have symptoms?**

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

## **What do I do if I am notified that I have been exposed?**

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at [sco@uga.edu](mailto:sco@uga.edu), to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

## **How do I get a test?**

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

## **What do I do if I test positive?**

Any student with a positive COVID-19 test is *required* to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.



## Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.