

**Syllabus | Spring 2021**  
**INTL 4280 | Nationalism & Ethnic Conflict | CRN# 56455**

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**Instructor:**

Dr Jennifer J White

**Class Time:**

TuTh, 15:55 – 17:05 (*class begins at 16:00*)

**Office Hours (E-mail, Skype, Zoom):**

Mondays, 15:30-17:30, or by appointment

**Class Location:**

Caldwell 107 & On-Line, via Zoom

**E-Mail:**

[jenx@uga.edu](mailto:jenx@uga.edu)

**Office Mailing Address:**

202 Herty Drive, Room 216 ([building #0031](#))

**Appointment Scheduling during Office Hours:**

[jenx.youcanbook.me](http://jenx.youcanbook.me)

**FlipGrid:** S21\_IA4280\_4PM

<https://flipgrid.com/white3517>

**GroupMe:** S21\_IA4280\_4PM (Spring 2021, INTL 4280, 4PM section)

[https://groupme.com/join\\_group/65390546/o2yF2dVe](https://groupme.com/join_group/65390546/o2yF2dVe)

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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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**Texts:**

We shall use **one** main text for the course, and one other required text; a third text is recommended. I shall make the readings from the Cordell & Wolff and Lake & Rothchild texts available on eLC, but you are welcome to purchase them, if you prefer:

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

**Weston**, Anthony. *A Rulebook for Arguments*. (5<sup>th</sup> Edition) Indianapolis: Hackett Publishing Company, Inc. 2017.

**ISBN:** 978-1-62466-654-4 (**paperback**) **OR** (**e-book**)  
(Required, listed as “**AW**” in the course schedule below.)

**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**)

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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 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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### **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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### **Tools of the Course: eLC, GroupMe, and FlipGrid**

We shall be using a number of tools that are accessible on-line to deliver material, assignments, and communication. These tools will respect your privacy at all times, and those outside of the class will not be granted access to them.

The course materials will be primarily located on **eLC**. We shall use e-mail and **FlipGrid** (your UGA address, please!) as well as **GroupMe** for communication, so please be familiar with each of these apps. FlipGrid is an interactive short video app that will allow us to share ideas and feedback with one another (a **primer for FlipGrid** can be found here: <https://help.flipgrid.com/hc/en-us/articles/360051542894>). The access info you need for FlipGrid and GroupMe can be found at the top of this syllabus.

**Be sure to check your UGA e-mail and/or announcements on eLC at least once a day!** 😊

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**About Our Class and Syllabus This Semester**

**Greetings, and I hope you are all well. Under the circumstances (which are surely affecting us all quite differently), I'd like you to focus on the following as we work together this semester:**

- **Do what you can and what is right for you.** I've built flexibility into our weekly sessions to try to help us manage under an in-person hybrid course **AND** an on-line-only course. If you feel the need to participate in the course remotely for any reason, please just let me know ([jenx@uga.edu](mailto:jenx@uga.edu) – no justification needed) so that I can make appropriate adjustments to my in-person class schedules. If your circumstances change at all during the semester, **it's OK to change your attendance preference.** Bottom line: don't stress if things are a bit overwhelming – which leads to the second point...
- **Communicate.** If you are not able to keep up, or something is not clear, or you are facing other challenges that are affecting your course work, please let me know. I can adjust things for us if I know there are difficulties. Be sure to check your e-mail AND eLC at least once a day! There is also a GroupMe for the course, in case anyone has wi-fi hindrances.
- **Try to keep to the daily and weekly schedule, and keep up with each week's assignments.** I've tried to make the reading assignments manageable, and I'll be producing "lecture nugget" videos (two or so videos of about 5-7 minutes each, featuring materials, PowerPoints, video clips, me and likely my cats...) each week to go over the main concepts/points of the week's material. These will be available on Mondays, and you should try to view them before that week's discussion session.
- **DON'T FIXATE ON GRADES.** I always say this, but this time, please take it to heart. Focus on keeping up with the material and translating that to the assignments. We're in a different learning environment this year, but we should be able to work through the material and assignments rather well, and hopefully learn a few things along the way. 😊
- This is still new territory for most of us. I've worked hard over the summer and last Fall to learn and to adapt – and I'll be doing my best – but I still cannot foresee how everything will unfold. You may be in a similar boat, so we'll work together, and give each other a break if things get a little weird.
- **Put your health and safety needs first.** Much remains uncertain, but taking care of yourself and your loved ones should be your primary priority. Whilst on campus, please follow these precautions:
  - **WEAR A MASK! I shall *not* conduct in-person classes unless every student in the classroom wears a mask (and it's UGA policy). I'll have a limited supply of disposable masks that I can give you if you need one.** Students seeking an accommodation related to face coverings should contact the Disability Resource Center at <https://drc.uga.edu/>.
  - **In addition to masks, be sure to maintain a distance of 6 feet from all others at all times.**
- **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 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.
- **What do I do if I am notified that I have been exposed?**

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- **Revised Guidelines for COVID-19 Quarantine Period**  
Effective Jan. 4, 2021, students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for **10 days** (consistent with updated Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines). Those quarantining for 10 days must have been symptom-free throughout the monitoring period. 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.
- We strongly encourage students to voluntarily take a COVID-19 test within 48 hours of the end of the 10-day quarantine period (test to be administered between days 8 and 10). Students may obtain these tests at Legion Field (<https://cia.vetview.vet.uga.edu/>) or at the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in the University Health Center without an appointment. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>
- If the test is negative, the individual may return to campus, but MUST continue to closely monitor for any new COVID-19 symptoms through 14 days. [DawgCheck](#) is the best method for monitoring these symptoms. If new symptoms occur, the individual must not come to campus and must seek further testing/evaluation.
- If the test is positive at the end of the 10-day period, the individual must begin a 10-day isolation period from the date of the test.
- **How do I participate in surveillance testing if I have NO symptoms?** We strongly encourage you to take advantage of the expanded surveillance testing that is being offered from **January 4 – 22: up to 1,500 free tests per day at Legion Field and pop-up locations**. Testing at Legion Field can be scheduled at <https://cia.vetview.vet.uga.edu/>. Walk-up appointments can usually be accommodated at Legion Field, and pop-up saliva testing does not require pre-registration. For planning purposes, precise sites and schedules for the pop-up clinics are published on the UHC's website and its social media as they are secured: <https://www.uhs.uga.edu/healthtopics/covid-surveillance-testing>.

**We shall do our best together to generate a great learning experience this semester! I know we've got this!! 😊**

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**My Expectations of You:**

As an introduction to an entire subfield of political science, this course will be covering a great deal of ground, and we may not be able to cover adequately a theme or area of the world that is of interest to you. There will be, however, opportunity for you to delve more deeply into particular areas/countries of interest in the group project (described below).

**It is *essential* that you prepare each week and keep up with the readings, assignments, and discussions.** Each week's reading and lecture assignments should be completed before our discussion sessions (on-line or in-person), and each student must be ready to conduct a quality discussion during those meetings. In addition, 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 class meetings together, so each student must be engaged in the class.

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**What You Can Expect from Me:**

I shall strive to offer you a fair, manageable workload that will address the essential concepts and knowledge you'll need to serve as the foundation for upper-level Comparative Politics courses. I shall also connect what we discuss with current events to help you gain a greater understanding of our course concepts and certain events happening in the world. ***Please note that our discussions of current events will be related to the topic(s) we are discussing in the course; if you're not making the connections, let's please chat about that!***

You can book a specific time during my office hours to see me at [jenx.youcanbook.me](http://jenx.youcanbook.me). Appointments can be scheduled in 15-minute increments; if you think you might need a longer visit than 15 minutes, please book more than one time slot. If you will be unable to meet with me after having scheduled a time, please delete the appointment at [jenx.youcanbook.me](http://jenx.youcanbook.me), so others may be able to schedule at that time.

You should indeed feel free to ***communicate with me*** on any question or issue you are having in the course. This is ***your*** course: you should be active in what you're learning and with regard to what you wish to learn. If something isn't working or isn't clear, please speak up – I'll give you opportunity to give feedback along the way, but the sooner I know about an issue, the sooner I can attempt to correct it!

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**Ground Rules:**

**Please note the following:**

1. First and foremost: **communicate**. If anything occurs that might affect your ability to participate or do the work for the class, please let me know. I have had many students who have felt overwhelmed yet waited too long to speak to me (or did not communicate at all) about the situation: if I know that you are facing challenges, I can work with you or help you find assistance so that you can successfully manage the course.
2. ***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**, and you ***really*** don't want to go to a University hearing over this – it's scary AF. 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'-est SPIA Librarian, Elizabeth White ([elwhite1@uga.edu](mailto:elwhite1@uga.edu), no relation).
3. **Late work:** I shall accept late work on an individual basis. If you believe your work is going to be late, please communicate to me ***before*** the deadline that the assignment; I shall then decide whether to accept the late work.
4. **Back up your work!** Purchase an inexpensive USB drive or use an on-line storage site like Dropbox, and use this storage back-up frequently! If your laptop crashes right before an assignment is due, you want to be sure to have something to turn in. (And this back-up routine is an incredibly good habit to get into for your work in all of your classes!)
5. **Letters of recommendation:** I receive many of these requests each semester. To guarantee that I can complete each request and do so as well as possible, note the following:

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- a. I am limiting the number of new requests for such letters to ten (10) each semester. (This does not apply for those of you for whom I have written a letter in the past).
  - b. In all cases, I shall require at least a **three-week advanced notice** before the letter is due (more time is always appreciated!). ☺
  - c. **With your request, please include the following info:**
    - i. **Purpose of the letter** (e.g., grad school, internship, job app, law school, etc)
    - ii. The **date by which I need to submit it** (if you want me to submit the letter before the absolute deadline, indicate that date!)
    - iii. **Contact info/address of the entity to which I am writing** (for the letterhead)
    - iv. Any points/info you'd like me to reference in the letter
  6. 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 (i.e., facts – and there is no such thing as an “alternative fact”). This is a major part of becoming a good critical thinker, which is one of the goals of this course.***
  7. 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.** (Let's face it: it will likely happen.) 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.** *If you note any errors (likely) anywhere in the syllabus, please let me know.*
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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. Generally, the first two days of the week will be focused on the textbook readings, and Fridays will be dedicated to discussion of the material, current events, or an activity. The week's schedule will of course be different around holidays and during presentation weeks.

Students are also expected to **be familiar with current events** related to nationalism and/or ethnic conflict, and we shall have discussions of these events and how they bear on our studies 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) legitimate news sources** at least a couple of times a week (social media and blogs do **not** count) and thoughtfully assess each source and its presentation of the information.

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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/Communication</b>	•	<b>15%</b>
<b>Quizzes (up to 4)</b>	•	<b>20%</b>
<b>Journal Reflections/Discussion Board Posts</b>	•	<b>10%</b>
<b>Leading One Class Discussion – Presentation of a Case Reading (Group)</b>	•	<b>10%</b>
<b>Case Analysis (45% Total):</b>		
1. <b>Research – Background/Issues</b>	•	<b>10%</b>
2. <b>Scenario Analysis</b>	•	<b>10%</b>
3. <b>Rough Draft</b>	•	<b>10%</b>
a. <b>1 &amp; 2 above, plus</b>		
b. <b>Assessment – Future Directions of Case</b>		
4. <b>Peer Review of Rough Draft</b>	•	<b>5%</b>
5. <b>Final Draft</b>	•	<b>10%</b>
<b>Total:</b>		<b>100%</b>

**Grading Scale:**

Given the array of challenges of the present semester, grading for the course will be deemed as follows:

>=85	A	70-79	C	<60	F (or I, with appropriate communication)
80-85	B	60-69	D		

Grading will be based on a group presentation; an individual case study paper (including a peer review of its rough draft); journal reflections (to be assigned during class and completed on the eLC course Web site); and class participation/communication. Exact details of the assignments will be given in class well in advance of each assignment's due date. **Additional assignments** may also be given during class, either to be completed in class or turned in during a future class session.

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**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.

**Individual Work:**

1. Each student will write brief reflections on various topics related to the course in a journal or make contributions to specified discussion boards on eLC. These assignments are meant for you to explore topics or consider the work that we have done to that point in the semester. I shall not grade these strictly on content, but rather in your effort in reflecting on the particular topic.
2. Each student will be responsible for writing an individual **case study** paper. This paper will be completed in stages throughout the semester, and the rough draft will be reviewed by one other student in the class. You will receive 5% of your grade for completing the peer review of one other student's paper.

**Participation/ Communication:** As objectives of the course include developing better critical thinking skills and being able to communicate concepts and ideas more effectively, participation counts significantly towards your final grade. A higher grade is contingent on **active participation**. I define participation broadly, however: **raising questions or expressing confusion about the material; interacting with me outside of the classroom; posting interesting articles on the eLC course discussion board 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!

**Communication, too, is important. I seriously cannot stress this point enough.** If: something does not make sense to you; I am going too fast in lecture; you need help studying for quizzes or in completing assignments; you like/don't like the textbook – **all of these issues will be solved to our much greater mutual satisfaction if you simply communicate them to me BEFORE the end of the semester!** I'm pretty approachable, and this is YOUR class and YOUR learning; so, if something is not working for you (or is working really well), TELL ME! This will allow me to make adjustments to the class that will likely benefit us all. **Communicating, then, is part of your participation in the course, and hence, part of your grade.**

And to reiterate part of the ground rules: if you feel overwhelmed or are having any difficulties that affect your performance in the class, tell me about this, too: I may be able to connect you with resources that can help you manage things better. **Nothing – nothing – is more important than your well-being!**

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**Your Mental Well-Being**

The Vice President for Instruction reminded all Associate Deans today (19 August 2020) that we are all required to include a statement about mental health on our syllabi:

*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.

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**Class Schedule:**

Classes will consist primarily of discussion of the readings, current events, and other topics related to the week's content. This schedule is just a plan (not a contract!); **changes may very well be necessary as we move through the semester**. If you note any errors or areas of confusion, please let me know!

- Any lecture videos will be made available on Monday of each week on eLC.
- The in-person class sessions will be held on Tuesdays.
- Remember: **If you need to change your attendance preference from in-person to on-line or vice versa, PLEASE NOTIFY ME IN ADVANCE**, so I can manage class attendance accordingly.
- **We'll start our class sessions at 14:25** (to avoid increased congestion at building entrances).

**\*\* Please note that Thursdays will generally be reserved for an on-line Zoom class section for those students who have opted for the on-line-only version of the class! \*\***

**Schedule of Assignments and Classes:**

*Readings marked with asterisks (\*\*) can be found on eLC. Changes to this schedule may be necessary.*

**MODULE 1**

**14 January 2021: Welcome, Introduction, & Getting Ready for the Semester**

**Thursday: Intro Meeting via Zoom for All Students (class begins at 14:25; Zoom code will be sent).**

**Main Readings:**

**Syllabus**

"Critical Thinking: Concepts and Tools," Paul & Elder \*\*

**Assignment:**

- **Quiz #1 (Syllabus & Readiness Quiz - DUE 1/20)**
- **FlipGrid Thoughts #1: Introduce Yourself! (DUE 1/20)**

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**18 January 2021: MARTIN LUTHER KING, JR DAY – NO CLASS!**

**MODULE 2**

**19 – 21 January 2021: Nationalism – Introduction & Theories**

**Monday: Lecture Nugget Available (eLC)**

**Main Readings:**

“Introduction” and “Concepts,” in Smith, Anthony D. *Nationalism*. Cambridge, UK: Polity Press. 2010. (pp. 1-23) \*\*

“Theories,” in Smith, Anthony D. *Nationalism*. Cambridge, UK: Polity Press. 2010. (pp. 66-94) \*\*

**Assignments:**

- **Journal Reflection (JR) #1 – Getting to Know You (DUE 1/25)**

**MODULE 3**

**26 – 28 January 2021: Nationalism – Nations, States, and Complexity**

**Monday: Lecture Nugget Available (eLC)**

**Main Readings:**

Conversi, D. (2018). “Introduction: Why A State Is Not A Nation – and Whether Economics Really Matters. Walker Connor 50 Years on.” *Nations & Nationalism*, 24(3), 497–505. \*\*

Kaufmann, E. (2017). “Complexity and Nationalism.” *Nations & Nationalism*, 23(1), 6–25. \*\*

**Case Study:**

**Case Readings:**

Kaufmann, E. (2019). Can Narratives of White Identity Reduce Opposition to Immigration and Support for Hard Brexit? A Survey Experiment. *Political Studies*, 67(1), 31–46. \*\*

**Assignments:**

- **FlipGrid Thoughts #2 – How do you define/describe “nationalism” in the United States? (DUE 2/1)**

**MODULE 4**

**2 – 4 February 2021: “Ethnicity” and Theories of Ethnic Conflict**

**Monday: Lecture Nugget Available (eLC)**

**Main Readings:**

CW – Chapters 1 - 3 \*\*

**Assignments:**

- **Quiz #1 (DUE 2/8)**

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**MODULE 5**

**9 – 11 February 2021: Ethnicity & Group Conflict**

**Monday:** Lecture Nugget Available (eLC)

**Main Readings:**

Horowitz, Donald L. *Ethnic Groups in Conflict*. Berkeley: University of California Press, 2000. (pp. 3-54) \*\*

**Case Study:** Case Readings: CW – Chapter 4 \*\*

**Assignments:**

- **Journal Reflection #2: Exploring Cases of Ethnic Conflict and/or Nationalism of Interest (DUE 2/15)**
- **FlipGrid Thoughts #3: Briefly discuss these cases that interest to you (DUE 2/15)**

**MODULE 6**

**16 – 18 February 2021: The Importance of Time in Analysis, Identity, & Politicized Ethnicity**

**Monday:** Lecture Nugget Available (eLC)

**Main Readings:**

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

Weber – Chapter 1 \*\*

**Assignments:**

- **Quiz #2 (DUE 2/22)**

**MODULE 7**

**23 - 25 February 2021: Social Movements/Group Mobilization**

**Monday:** Lecture Nugget Available (eLC)

**Main Readings:**

Fligstein, Neil, and Doug McAdam. "Toward a General Theory of Strategic Action Fields." *Sociological Theory* 29.1 (2011): pp 1-11; 19-23. \*\*

Ó Dochartaigh, Niall. "The Radical Milieu and Mass Mobilisation in the Northern Ireland Conflict," in *Political Violence in Context: Time, Space, and Milieu*, edited by Lorenzo Bosi, Niall Ó Dochartaigh, and Daniela Pisiou. Colchester, UK: ECPR Press, 2015. \*\*

Roy, Olivier. "Who Are the New Jihadis?" *The Guardian*, 13 April 2017, The Long Read. ([https://www.theguardian.com/news/2017/apr/13/who-are-the-new-jihadis?CMP=share\\_btn\\_tw](https://www.theguardian.com/news/2017/apr/13/who-are-the-new-jihadis?CMP=share_btn_tw))

**Assignments:**

- **FlipGrid Thoughts #4 – Will ethnicity continue to create tensions and conflict in the US democratic political system in the near future? (DUE 3/1)**

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**MODULE 8**

**2 – 4 March 2021: Politicized Ethnicity – The Case of the United States**

**Monday: Lecture Nugget Available (eLC)**

**Main Readings:**

Weber – Chapter 4 \*\*

Weston -- Introduction & Chapters 1-6 (inclusive)

**Case Study Readings & Presentations (3/4):**

Uighurs in Xinjiang:

Campana, Aurélie. "The Effects of Social and Spatial Control on the Dynamics of Contentious Politics in Xinjiang," in Bosi, Lorenzo, Niall Ó Dochartaigh, and Daniela Pisoiu. *Political Violence in Context: Time, Space, and Milieu*. Colchester, UK: ECPR Press, 2015. \*\*

**Assignment:**

- **Group Reading Presentation Sign-Up (DUE 3/4)**
- **Choose a case of ethnic conflict and/or nationalism for your case analysis paper (DUE 3/4)**

**8 – 10 March 2021: Office Hours Week**

**Monday & Wednesday: Extended Office Hours**

- 3:30 – 6:30PM
- [jenx.youcanbook.me](http://jenx.youcanbook.me)

**Assignment:**

- **Research for your chosen case study**

**MODULE 9**

**16 – 18 March 2021: Identity & Nationalist Violence**

**Monday: Lecture Nugget Available (eLC)**

**Main Readings:**

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

Kuo, Kendrick and Harris Mylonas. "Nation-Building and the Role of Identity in Civil Wars," *Ethnopolitics*, 2019. DOI: 10.1080/17449057.2019.1684095 \*\*

**Assignment:**

- **Research/Background for Case Study Analysis (DUE 3/16)**
- **Quiz #3 (DUE 3/22)**

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**MODULE 10**

**23 – 25 March 2021: Case Study #1**

**Monday:** Lecture Nugget Available (eLC)

**Tuesday, 23 March:** **DEADLINE TO WITHDRAW**

**Main Readings:**

TBA \*\*

**Assignment:**

- **Journal Reflection (JR) #3 – Presentation Group Discussion Board Post (DUE 3/29)**

**MODULE 11**

**30 March – 1 April 2021: Foreign Policy, International Intervention (or not) in Ethnic Conflict, & Stateless Groups**

**Monday:** Lecture Nugget Available (eLC)

**Main Readings:**

CW– Chapter 5 & Chapter 6, pages 100-112

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

**Case Study Readings & Presentations (4/1):**

Kurds:

Gunter, Michael M. "Unrecognized de facto States in World Politics: the Kurds." *Brown Journal of World Affairs* 2, (2014): 147-164. \*\*

Kosovo:

CW – Chapter 6, pages 113-137

Rohingya in Myanmar:

Balazo, Patrick. "Truth & Rights: Statelessness, Human Rights, and the Rohingya." *Undercurrent* 11, no. 1 (Fall/Winter 2015): 6-15. \*\*

**MODULE 12 - NO CLASS on Thursday, 4/8 – INSTRUCTIONAL BREAK DAY**

**6 April 2021: The Spread of Ethnic Conflict beyond State Borders**

**Monday:** Lecture Nugget Available (eLC)

**Main Readings:**

Lake, David A., and Donald S Rothchild. *The International Spread of Ethnic Conflict: Fear, Diffusion, and Escalation*. Princeton, N.J.: Princeton University Press, 1998. – Chapters 1 & 12 \*\*

**Case Study Readings & Presentations (4/6):**

Bosnia:

Bieber, Florian. *Post-war Bosnia: Ethnicity, Inequality and Public Sector Governance*. n.p.: Basingstoke [England]; New York: Palgrave Macmillan, 2006. \*\*

**Assignment:**

- **Scenario Analysis (DUE 4/7)**

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**MODULE 13:**

**13 – 15 April 2021: After Conflict(?)**

**Monday:** Lecture Nugget Available (eLC)

**Main Readings:**

Weston: Chapters 7 – 9 (inclusive); Appendix I

**Case Study Readings & Presentations (4/13):**

**South Africa:**

Reading TBA \*\*

**Sri Lanka:**

“Intractable Ethnic War? The Tamil-Sinhalese Conflict in Sri Lanka,” in Taras, Raymond C and Rajat Ganguly. *Understanding Ethnic Conflict*. New York: Longman, 2010. \*\*

**Assignment:**

- **Quiz #4: Group Quiz (DUE 4/15)**

**MODULE 14**

**20 – 22 April 2021: Separatism & Partition**

**Monday:** Lecture Nugget Available (eLC)

**Thursday (4/22): NO CLASS!**

**Main Readings:**

Lake and Rothchild – Chapter 6 \*\*

**Case Study Readings & Presentations (4/20):**

**Québec:**

“Separatist Movements in Constitutional Democracies: Canada and Québec Nationalism,” in Taras, Raymond C and Rajat Ganguly. *Understanding Ethnic Conflict*. New York: Longman, 2010. \*\*

**National Determination within European Union Member States:**

Muro, Diego, and Martijn C. Vlaskamp. "How Do Prospects of EU Membership Influence Support for Secession? A Survey Experiment in Catalonia and Scotland." *West European Politics* 39, no. 6 (November 2016): 1115-1138. \*\*

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**MODULE 15:**

**27 – 29 April 2021: Partition as Resolution to Ethnic/Identity Conflict: Cutting Losses or Staking Claims?**

**Monday:** Lecture Nugget Available (eLC)

**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. \*\*

**Case Study Readings & Presentations (4/29):**

**Cyprus:**

Heraclides, Alexis. "The Cyprus Gordian Knot: An Intractable Ethnic Conflict." *Nationalism & Ethnic Politics* 17, no. 2 (April 2011): 117-139. \*\*

**Eritrea/Ethiopia:**

Woldemariam, Michael. "Partition Problems: Relative Power, Historical Memory, and the Origins of the Eritrean-Ethiopian War." *Nationalism & Ethnic Politics* 21, no. 2 (April 2015): 166-190. \*\*

**Assignment:**

- **Rough Draft** (DUE 4/26)

**DUE: 3 May 2021 – Peer Review of Rough Draft**

**DUE: 11 May 2021 – Final Draft, Case Study Analysis (Individual)**