

INTL 4280: Nationalism and Ethnic Conflict¹
Spring 2024

Instructor

Aman Bekmagambetov

Email: aman@uga.edu

Office Hours: Tuesday 1-3 pm

Candler Hall 217

Class Schedule

Monday, Wednesday, and Friday

1:50-2:40 p.m.²

Sanford Hall 313

Course Description

"Nationalism and Ethnic Conflict" offers a comprehensive exploration of ethnicity, ethnic identity, and the theories of ethnic conflict and nationalism. Throughout the semester, students will study the foundational concepts of ethnic identity, the origins and spread of nationalism, and the root causes of ethnic conflicts. Using active learning techniques, the course critically examines the reasoning behind nationalism and ethnic conflict, the potential for interethnic cooperation, and strategies for conflict management. Through readings, discussions, simulations, quizzes, and group projects, students will gain a deep understanding of the complexities surrounding nationalism and ethnic conflict in various contexts. A highlight of the course is the conflict resolution simulation exercise, where students grapple with the challenges of policy decisions in fictitious multiethnic situations that approximate real-world complexities. Additionally, students can showcase their understanding through multimedia options for their final projects. By the course's conclusion, students should have a well-rounded understanding of nationalism and ethnic conflict and be ready to participate in informed discussions, research, and practical applications on related topics.

¹ This syllabus is subject to change throughout the semester.

² Yellow indicates important times, dates, and deadlines.

Course Objectives

Conceptual Understanding: Equip students with a foundational grasp of ethnicity, ethnic identity, and various theories of nationalism and ethnic conflict.

Conflict Management: Introduce students to diverse strategies and approaches for managing and resolving ethnic conflicts, with an emphasis on practical application.

Collaborative Learning: Foster teamwork and collaborative learning through group projects, peer reviews, and active discussions, enabling students to benefit from a range of perspectives and experiences.

Required Texts

No textbook is required for this course.

Course Readings: All necessary readings will be accessible via eLC. Ensure you review the course page weekly.

Note: All readings should be completed prior to the Monday class each week.

Assessment & Grading

1. Class Participation & Attendance (10%): Active participation is expected all three weekly sessions. While brief lectures will be conducted, most of the class time will be dedicated to group discussions and interactive learning activities. Attendance alone isn't sufficient; come prepared to engage in discussions on the readings.

2. Midterm Exam (10%): In-person open-question exam will test your grasp of theories and concepts from the first part of the course. (Wednesday 2/28 during class time).

3. Research Task I: Pre-Conflict Country Profile (10%): Submit a profile of country preceding the conflict that you envision building your final project around (Submit by Sunday, 1/28, 11:59 PM). Late submissions will incur penalties. This will be followed by a round of peer-review.

4. Research Task II: Conflict Profile (10%): Prepare a 15-minute presentation on the conflict you have selected. If presenting is not preferable, contact the instructor in advance for an alternative assignment (Submit by **Sunday, 2/18, 11:59 PM**). Presentations will take place during Week 7.

5. Research Task III: Post-Conflict Profile (10%): Submit a paper outlining the condition of the country and involved groups after the conflict. Discuss conflict resolution strategies that were attempted (Submit by **Sunday, 3/24, 11:59 PM**).

6. Simulation Exercise (25%): Participate in a simulation in Weeks 12-14. Post-simulation, submit a memo (2 pages, single-spaced) reflecting on your experience and its relevance to your final project.

7. Final Project (25%): Choose between an analytical paper or a multimedia project (video, podcast, or scrollytell). Final projects are due by **Sunday, 4/28, 11:59 PM**.

8. Extra Credit (1 point to the final grade): Submit a movie review (1,000+ words) that integrates political theories and insights from the course. This review should be more than a plot summary. Submit by **Sunday, 4/07, 11:59 PM**.

Course grades will be assigned as follows: 94-100% = A, 90-93% = A-, 87-89% = B+, 84-87% = B, 80-83% = B-, 77-79% = C+, 74-77% = C, 70-73% = C-, 67-69% = D+, 64-67% = D, 60-63% = D-, 0-59% = F.

Other Issues

1. Disabilities: Students with disabilities of any kind are strongly encouraged to tell me at the beginning of the semester, so appropriate accommodations can be made. Students with disabilities that have been certified by the UGA Disabilities Services Office will be accommodated according to university policy. Contact Disabilities Services for more information.

2. Instructor Availability: I am available to meet with students by appointment if anyone cannot attend my posted office hours. Please email me to schedule a meeting.

3. Classroom Behavior: Students should behave professionally throughout the course. Disruptive behavior in discussion sections will not be tolerated. Laptops may be used to take notes in class, but not in a way that is disruptive to other students. Texting is never appropriate in class. Be respectful of other students' thoughts and opinions.

4. Cheating and Plagiarism: All course work must meet the standards put forth in the University of Georgia's Student Honor Code. See the Academic Honesty Policy for details on what is expected of you:

<https://honesty.uga.edu/Academic-Honesty-Policy/Student-Honor-Code/>.

5. Covid 19: Information related to Covid 19 and how this will impact our course and the University of Georgia more generally can be found at the end of this syllabus.

Course Schedule

Week 1 (M 1/08, W 1/10, F 1/12) Introduction and What is Ethnicity and Ethnic Identity?

Reading: Henry Hale. 2004. Explaining Ethnicity, Comparative Political Studies, Vol. 37, No. 4, pp. 458-485

Week 2 (M 1/15, W 1/17, F 1/19) Primordialist and Constructivist Approaches to Ethnic Identity

Reading: Van Evera, S. (2001). Primordialism lives! APSA-CP: Newsletter of the Organized Section in Comparative Politics of the American Political Science Association, 12, 20-22.

Week 3 (M 1/22, W 1/24, F 1/26) Theories of Nationalism

Reading: Anderson, B. (2006). Imagined communities: Reflections on the origin and spread of nationalism. Verso books. Chapter 3: The Origins of National Consciousness.

Week 4 (M 1/29, W 1/31, F 2/02) Theories of Ethnic Conflict I

Reading: Posen, B. R. (1993). The security dilemma and ethnic conflict. Survival, 35(1), 27-47.

Week 5 (M 2/05, W 2/07, F 2/09) Theories of Ethnic Conflict II

Reading: Kaufman, S. J. (1996). Spiraling to ethnic war: elites, masses, and Moscow in Moldova's civil war. International Security, 21(2), 108-138.

Week 6 (M 2/12, W 2/14, F 2/16) Theories of Ethnic Conflict III

Reading: Cederman, L. E., Weidmann, N. B., & Gleditsch, K. S. (2011). Horizontal inequalities and ethnonationalist civil war: A global comparison. American Political Science Review, 105(3), 478-495.

Week 7 (M 2/19, W 2/21, F 2/23) Are Nationalism and Ethnic Conflict Rational?

Reading: Varshney, A. (2003). Nationalism, ethnic conflict, and rationality. Perspectives on politics, 1(1), 85-99.

Week 8 (M 2/26, W 2/28, F 3/01) Interethnic Cooperation

Reading: Fearon, J. D., & Laitin, D. D. (1996). Explaining interethnic cooperation. *American political science review*, 90(4), 715-735.

Week 9 (M 3/04, W 3/06, F 3/08) Spring Break—No classes

Week 10 (M 3/11, W 3/13, F 3/15) Conflict Management I

Reading:

Bogaards, M. (2019). Consociationalism and centripetalism: Friends or foes?. *Swiss Political Science Review*, 25(4), 519-537.

Lake, D. A., & Rothchild, D. (1996). Containing fear: The origins and management of ethnic conflict. *International security*, 21(2), 41-75.

Week 11 (M 3/18, W 3/20, F 3/22) Conflict Management II

Reading:

Umaner-Duba, G. (2021). Managing Ethno-National Diversity in Cyprus: Asymmetrical Federalism. *Nationalities Papers*, 49(1), 180-198.

Kuperman, A. J. (2004). Is partition really the only hope? Reconciling contradictory findings about ethnic civil wars. *Security Studies*, 13(4), 314-349.

Week 12 (M 3/25, W 3/27, F 3/29) Simulation

Assignment: Post your group reports on eLC.

Week 13 (M 4/01, W 4/03, F 4/05) Simulation

Assignment: Post your group reports on eLC.

Week 14 (M 4/08, W 4/10, F 4/12) Simulation

Assignment: Post your group reports on eLC.

Week 15 (M 4/15, W 4/17, F 4/19) Project Peer Review

Week 16 (M 4/22, W 4/24, F 4/26) Project Presentation

Week 17 (M 4/29) Last Class of the Semester

CORONAVIRUS INFORMATION FOR STUDENTS

UGA adheres to guidance from the University System of Georgia and the recommendations from Georgia Department of Public Health (DPH) related to quarantine and isolation. Since this may be updated periodically, we encourage you to review the latest guidance here. The following information is based on guidance last updated on December 29, 2021.

Face coverings:

Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities.

How can I obtain the COVID-19 vaccine?

University Health Center is scheduling appointments for students through the UHC Patient Portal. Learn more here .

The Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, click here.

In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here.

What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and get tested. You can schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.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 for COVID-19? (Isolation guidance)

If you test positive for COVID-19 at any time, either through a PCR test, an Antigen test, or a home test kit, you are required to report it through the DawgCheck Test Reporting Survey. Follow the instructions provided to you when you report your positive test result in DawgCheck.

As of December 29, 2021, when an individual receive a positive COVID-19 test: Everyone, **regardless of vaccination status**, should:

- Stay home for 5 days
- If you have no symptoms or your symptoms are resolving after 5 days, you can leave your house and return to class.
- Continue to wear a mask around others for 5 additional days.

What do I do if I have been exposed to COVID-19? (Quarantine guidance)

If you have been exposed (within 6 feet for a cumulative total of 15 minutes or more over a 24- hour period – unmasked**) to someone with COVID-19 or to someone with a positive COVID- 19 test and you are:

- Boosted, or have become fully vaccinated within the last 6 months (Moderna or Pfizer vaccine) or within the last 2 months (J&J vaccine)
 - You do not need to quarantine at home and may come to class.
 - You should wear a mask around others for 10 days.
 - If possible, get tested on day 5.
 - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.
- Unvaccinated, or became fully vaccinated more than 6 months ago (Moderna or Pfizer vaccine) or more than 2 months ago (J&J vaccine) and have not received a booster:
 - You must quarantine at home for 5 days. After that you may return to class but continue to wear a mask around others for 5 additional days.
 - If possible, get tested on day 5.
 - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.

** "Masked-to-masked" encounters are not currently considered an exposure; this type of interaction would not warrant quarantine.

You should report the need to quarantine on DawgCheck (<https://dawgcheck.uga.edu/>), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance.

Well-being, mental health, and student support

If you or someone you know needs assistance, you are encouraged to contact Student Care & 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 to support your well-being and mental health: <https://well-being.uga.edu/>

Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/>, TAO Online Support (<https://caps.uga.edu/tao/>), 24/7 support at 706-542-2273. For crisis support: <https://healthcenter.uga.edu/emergencies/>.

The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: <https://healthcenter.uga.edu/bewelluga/>

Monitoring conditions:

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor's Office. For the latest on UGA policy, you can visit coronavirus.uga.edu.