

INTL 4280 64431 Nationalism and Ethnic Conflict

Spring 2025

T/Th 9:35-10:50 AM Sanford Hall 313

Dr. Jangai Jap

Office: IA Building Rm. 329

Office Hours: T/Th 11:00 am to 12:30 pm, or by appointment

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Course Overview

Nationalism and ethnic identity are among the most influential forces in contemporary politics but often carry a negative reputation. Nationalism is frequently seen as a dangerous ideology, while ethnic divides are blamed for issues ranging from inefficient public service delivery to chronic political instability and protracted violent conflicts. But are these concerns warranted? Are national and ethnic divides inherently conflictual? This course engages with both classic and contemporary research on the politics of nationalism and ethnic identity to better understand *how* these forces shape our socio-political world and conditions under which they cause conflict. Key topics include the origins of national consciousness, nationalist mobilization, electoral violence, civil war and immigrant integration. Students will also be introduced to a number of datasets scholars have relied on to test theories related to nationalism and ethnicity.

Class meetings will generally consist of a 45-minute lecture followed by a seminar-style discussion.

Learning Objectives

The objectives of this course are twofold: (1) to develop a deep understanding of existing explanations for how nationalism and ethnic identity shape our socio-political world and (2) to enhance critical thinking, analytical writing, and research skills through the study of nationalism and ethnic conflict. By the end of this course, students will:

- Become familiar with the key theories and interpretations in the realm of nationalism and ethnic conflict;
- Be able to critically evaluate the strengths and limitations of these theories;
- Become familiar with relevant cases and evaluate the extent to which the theories explain real world cases; and
- Effectively apply theoretical insights and critiques in both oral discussions, presentations and written assignments.

Course Requirements

Readings

Students are expected to read about 60 pages per week. Most of the readings will be either journal articles or book chapters accessible through the library. Complete the readings prior to coming to class. Failure to do so will be noticeable during class discussions.

Your course grade is composed of the following:

1. Participation – 20%

There is no grade for attendance. However, it is impossible to participate in class discussion unless you are present. That said, simply showing up does not count as participation. Students should come prepared with comments on the readings and actively contribute to the discussion. Participation grade cannot be made up, but you will have three passes.

Participation points will be earned on the following scale:

- Unexcused absence = 0 points
- In class, but asleep or obsessed w/ laptop = 2/5
- Engaged but no contribution = 3/5
- Make an okay contribution = 4/5
- Make quality contributions = 5/5

2. Reading questions – 5%

To facilitate active reading, students are expected to submit two questions based on the reading before each class. These questions can be about the reading itself (e.g., a confusing concept) or inspired by the reading (e.g., a tension between two class readings). Be sure to provide a brief context for each question. I will select some of the submitted questions for class discussion. This assignment cannot be made up, but you will have three passes. Use them wisely.

- Submit your questions on eLC by 10 pm ET the day before the class meeting. Late submissions will not be accepted.

Your submission points will be earned on the following scale:

- No submission = 0 points
- Fewer than two questions submitted, and none are well-informed/contextualized = 1/5
- Two questions submitted but none are well-informed/contextualized = 3/5
- Two questions submitted but only one well-informed/contextualized = 4/5
- Two well-informed/contextualized questions = 5/5

3. Theory-to-case - 20%

To what extent do existing theories explain real-world cases of nationalism and ethnic conflict? Students will answer two short analytical papers (each 4-5 pages double spaced) to address this question. To do so, students will select one case related to ethnic conflict

and one related to nationalism and apply theories covered in the course to the selected cases. Detailed instructions will be discussed in class.

4. Presentation - 5%
Once during the semester, students will give a 5-minutes presentation on one of their theory-to-case papers. The instructor will assign a presentation date to each student.
5. Exam – 20%
This is an open-book in-class exam on April 3, 2025. The questions will be based on the readings, lectures and discussion. Detailed instructions will be announced before the exam.
6. Final paper – 30%
Students will build on one of their theory-to-case papers and write an analytical paper that is 15 to 20 pages in length (excluding bibliography).

The following scale will be used to determine your overall grade in the course: A: >94%, A-: 90-93.9%, B+: 87-89.9%, B: 84-86.9%, B-: 80-83.9%, C+: 77-79.9%, C: 74-76.9%; C-: 70-73.9%; D+: 67-69.9%; D: 64-66.9%; D-: 60-63.9%; F: <60%.

Course Policies & Statements

Attendance

Attendance is not taken, but students are highly encouraged to attend class. It should be clear from course requirements specified above that class attendance is necessary to do well in this course.

Emails and office hours

For administrative questions and clarifications, the best way to contact me is via email. I aim to answer emails within 24 hours during the week. If you have not received a response in 24 hours, email me again. For substantive issues related to course materials, stop by during my office (drop-in) hours. If you are unable to stop by at the regular time, email me so that we can find a time that works for you.

Appeals

If you believe a grade you are given does not reflect your performance, you may dispute the grade in writing, explaining why you should receive a higher grade. This should be done within a week after the grade is announced and submitted after class or in office hours. I reserve the right to raise or lower your grade.

UGA Honor Code

You have agreed to the UGA Student Honor Code: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

Cheating, plagiarism, and all forms of academic dishonesty are expressly forbidden in this class, and by the university's Academic Honesty Policy. Plagiarism includes reprinting the words of others without both the use of quotation marks and citation.

Generative AI Tools

To ensure you develop and master the foundational knowledge and skills in this course, the use of generative AI (GAI) tools is prohibited when completing written assignments for this course. This includes all stages of your work process, even the preliminary ones. This prohibition extends to AI writing tools like Grammarly and Wordtune, as well as GAI tools like ChatGPT. If you are uncertain about using a particular tool to support your work, please consult with me before using it.

Accommodation for disabilities

If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>.

UGA Well-being Resources

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu
- Disability Resource Center and Testing Services: drc.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>.

Disclaimer

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Class Schedule

Week 1	Introduction & Overview
January 7	Syllabus and course requirements
January 9	<p>What is comparative politics?</p> <ul style="list-style-type: none"> ● Clark, William Roberts, Matt Golder, and Sona Nadenichek Golder. 2012. <i>Principles of Comparative Politics, 2nd Edition</i>. Washington, DC: CQ Press. Read Box 1.1 titled “What is Comparative Politics?” on pp. 5-7. ● Souva, Mark. 2007. Fostering theoretical thinking in undergraduate classes. <i>PS: Political Science & Politics</i> 40(3): 557-561.
Week 2	Ethnic Identity
January 14	Chandra, Kachan. 2013. <i>Constructivist theories of ethnic politics</i> . Oxford University Press. Chapters 2
January 16	Wimmer, Andreas. 2013. <i>Ethnic Boundary Making: Institutions, Power, Networks</i> . Oxford University Press. Chapters 2
Week 3	(Some) Properties of Ethnic Identity
January 21	Posner, Daniel N. 2004. “The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi.” <i>American Political Science Review</i> 98(4): 529-545.
January 23	Wamble, Julian. J., Laird, Chryl. N., McConaughy, Corrine. M., & White, Ismail. K. 2022. “We are one: the social maintenance of black democratic party loyalty.” <i>The Journal of Politics</i> 84(2): 682-697.
Week 4	Are Ethnic Divides Inherently Conflictual?
January 28	Brass, Paul R. 1997. <i>Theft of an Idol: Text and Context in the Representation of Collective Violence</i> . Chapter TBD.
January 30	Wilkinson, Steven I. 2004. <i>Votes and Violence: Electoral Competition and Ethnic Riots in India</i> . New York: Cambridge University Press. Chapter 1.
Week 5	Why (ethnic) civil war begin
February 4	Fearon, James D., and Laitin, David D. 2003. “Ethnicity, insurgency, and civil war.” <i>American Political Science Review</i> 97(1): 75-90.

February 6 Lewis, Janet I. 2017. "How does ethnic rebellion start?." *Comparative Political Studies* 50(10): 1420-1450.

Week 6 (How) Does ethnic identity shape civil war dynamics?

February 11 Kalyvas, Stathis. N. 2003. "The ontology of 'political violence': action and identity in civil wars." *Perspectives on Politics* 1(3): 475-494.

February 13 Christia, Fotini. 2012. *Alliance formation in civil wars*. Cambridge University Press. Chapters TBD

Week 7 Student presentations

February 18

February 20

Week 8 Origins of National Consciousness

February 25 Anderson, Benedict. 1983. *Imagined Communities*. Chapter TBD

Gellner, Ernest. 1983. *Nations and Nationalism*. Chapter TBD

February 27 Hechter, Michael. 2000. *Containing nationalism*. Oxford University Press. Chapter TBD

Spring Break

Week 9 Origins of Nation-State

March 11 Roeder, Phillip G. 2012. *Where nation-states come from: Institutional change in the age of nationalism*. Princeton University Press. Chapter TBD

March 13 No class meeting - Association for Asian Studies Annual Conference

Week 10 Nationalist mobilization

March 18 Beissinger, Mark R. 2002. *Nationalist mobilization and the collapse of the Soviet state*. Cambridge University Press.

March 20 Lawrence, Adria. 2013. *Imperial rule and the politics of nationalism: Anti-colonial protest in the French empire*. Cambridge University Press.

Week 11 From Fluid to Fixed Identities

March 25 Posner, Daniel. N. 2003. "The colonial origins of ethnic cleavages: The case of linguistic divisions in Zambia." *Comparative Politics*, 127-146.

March 27 Balcells, Laia. 2013. Mass schooling and Catalan nationalism. *Nationalism and Ethnic Politics* 19(4): 467-486.

Week 12 Nationalism as Behavior

April 1 Robinson, Amanda L. 2014. "National versus ethnic identification in Africa: Modernization, colonial legacy, and the origins of territorial nationalism." *World Politics* 66(4): 709-746.

April 3 Exam

Week 13 Immigrant Inclusion

April 8 d'Urso, Amanda S. 2024. "A boundary of white inclusion: The role of religion in Ethnoracial assignment." *Perspectives on Politics* 22(2): 559-576.

Walker, Brooklyn, and Donald P. Haider-Markel. 2024. "Fear and loathing: how demographic change affects support for Christian nationalism." *Public Opinion Quarterly* 88(2): 382-407.

April 10 Adida, Claire L., Laitin, David. D., and Valfort, Marie-Anne. 2016. *Why Muslim integration fails in Christian-heritage societies*. Harvard University Press. Chapters 1 and 2

Week 14 Student presentations

April 15

April 17

Week 15 Nationalism and Religion

April 22 Brubaker, Rogers. 2012. "Religion and nationalism: Four approaches." *Nations and nationalism* 18(1): 2-20.

April 24 Work on final paper

Final paper due by noon, Monday, May 5