

# INTL 4280 64431 Nationalism and Ethnic Conflict

Fall 2025

T/Th 12:45-2:00 PM

Location: Sanford Hall 313

Dr. Jangai Jap

Office: IA Building Rm. 329

Office Hours: T/Th 3:45 - 5 pm, or by appointment

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## Course Description

The emergence of nationalist politics, its consequences for sovereignty, and its effect on maintaining peace.

## 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.

## 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 approximately 80 pages or two journal articles per week. 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. Reading Response – 5%

To facilitate active reading, students are expected to submit a one-paragraph discussion post based on the reading before each class. These posts can be about the reading itself (e.g., a confusing concept) or inspired by the reading (e.g., a tension between two class readings, something the reading prompted you to think about). They can also be contextualized questions. 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 are accepted with penalty, but submissions at/after class time (2:20 pm ET) will not be accepted.
- The first reading response, based on the readings for Aug. 26, is due on Aug. 25.

Your submission points will be earned on the following scale:

- Meaningful engagement and thoughtful reflection = 5/5
- Somewhat superficial engagement or mostly descriptive = 4/5
- Late submission with otherwise strong content = 3/5
- Late submission with weaker content = 2/5
- No submission, off-topic, or submitted at/after class time = 0

#### 2. Participation – 20%

There is no separate grade for attendance. However, students will be graded on the quality of their participation in each class meeting. Since meaningful participation requires being present, absence will affect your participation grade. That said, simply attending does not count as participation.

Students are expected to come prepared with comments on the readings and to actively contribute to discussion. Participation includes more than answering the instructor's questions—it also includes asking thoughtful questions and engaging with peers. Students should use their Reading Response submissions as a starting point for discussion.

Participation grades cannot be made up. However, each student will have three “passes” to cover absences or days when participation is not possible.

After each class meeting, students will assign themselves a participation score, which the instructor will review and adjust as needed. Participation points will be earned on the following scale:

In class, but not engage (e.g., obsessed w/ laptop) = 2/5

Engaged but no contribution = 3/5

Make an okay contribution = 4/5

Make quality contributions = 5/5

Participation evaluation will begin on August 21.

3. **Theory-to-Case Paper** - 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) focusing on different countries to address this question. To do so, students will select one case that is related to themes from the first half of the course and another related to the second half, applying relevant theories discussed in class to each. Paper #1 is due on Friday, October 3 and paper #2 on Friday November 7 (by midnight). Detailed instructions will be discussed in class.

4. **Presentation** - 5% [M]

Once during the semester, each student will give a 5-minute presentation on one of their theory-to-case papers. There will be two rounds of presentations, scheduled for class meetings *before* the respective paper deadlines. The presentation is an opportunity to receive feedback and assess whether the paper is on the right track.

The instructor will assign each student a presentation date. If you are scheduled for the first round, you must present your first paper. Likewise, if you are scheduled for the second round, you must present your second paper.

5. **Exam** – 20% [M]

This is an open-book in-class exam on November 18, 2025. Exam questions will be based on the readings, lectures and discussion. Detailed instructions will be announced two weeks before the exam.

6. **Final paper** – 30%

Students are expected to write a research paper that is 15 to 20 pages in length (excluding bibliography). The paper should include literature review, theoretical argument, and some evidence. We will read several research articles throughout the semester; students are highly encouraged to emulate their structure and/or style.

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%.

There is **no** extra credit in this course. However, if your final grade is borderline (e.g., 89.6%), I will round it up if you have consistently demonstrated full effort—this includes active class participation and timely submission of all assignments. You do not need to email me to get a grade bump. If you've done all you can, it will be reflected in your final grade.

## Course Policies & Statements

### Attendance

Attendance is not taken. However, it should be clear from course requirements specified above that class attendance is expected and 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.

### Assignment Due Date Extension

Students are expected to submit assignments on time. However, I understand that unforeseen circumstances may arise. If you anticipate needing an extension, you must contact me at least 48 hours before the assignment deadline. Extensions will be granted on a case-by-case basis and are not guaranteed. Note that this policy applies only to the Theory-to-Case Papers and the Final Paper.

Last-minute requests (within 24 hours of the deadline) will only be considered in cases of serious emergencies and must be supported with documentation. Please note that poor time management or overlapping deadlines in other classes are not valid reasons for an extension.

### Late Assignments

Late submissions will be accepted *only within 48 hours* of the deadline. However, your grade will be penalized by one-third of a letter grade for every 4 hours the assignment is late. For example:

- An A paper submitted 3 hours late will be graded as A-.
- A B paper submitted 8 hours late will be graded as C+.

After 48 hours, the assignment will receive a zero, unless prior arrangements have been made due to documented emergencies. Note that this policy applies only to the Theory-to-Case Papers and the Final Paper.

### Make-up procedures

Students may make up the course requirements indicated by [M] in the cases of sickness (requiring a doctor's note) or family emergency (requiring a Dean's note). If you cannot be in attendance for the map quiz, presentations, or exam due to religious observance, notify the instructor at least one week in advance to arrange an alternative. There are no exceptions.

### 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](http://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.

## Prohibition on Recording Lectures

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. For information on securing an accommodation to record lectures, see:

<https://accessibility.uga.edu/faculty-guidelines-for-record-lecture/>

## 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](http://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](http://well-being.uga.edu)
- Student Care and Outreach: [sco.uga.edu](http://sco.uga.edu)
- University Health Center: [healthcenter.uga.edu](http://healthcenter.uga.edu)

- Counseling and Psychiatric Services: [caps.uga.edu](https://caps.uga.edu) or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: [healthpromotion.uga.edu](https://healthpromotion.uga.edu)
- Disability Resource Center and Testing Services: [drc.uga.edu](https://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

<b>Week 1</b>	August 14	<b>Introduction &amp; Overview</b> <ul style="list-style-type: none"> <li>• Syllabus and course requirements</li> </ul>
<b>Week 2</b>	August 19	<b>What is comparative politics?</b> <ul style="list-style-type: none"> <li>• Souva, Mark. 2007. Fostering theoretical thinking in undergraduate classes. <i>PS: Political Science &amp; Politics</i> 40(3): 557-561. [4]</li> </ul>
	August 21	<b>Ethnic Identity</b> <ul style="list-style-type: none"> <li>• Chandra, Kachan. 2013. <i>Constructivist theories of ethnic politics</i>. Oxford University Press. <u>Chapter 2</u>. [45]</li> </ul>
<b>Week 3</b>	August 26	<ul style="list-style-type: none"> <li>• Wimmer, Andreas. 2013. <i>Ethnic Boundary Making: Institutions, Power, Networks</i>. Oxford University Press. <u>Chapters 1 and 2</u>. [44]</li> <li>• <i>In-class</i>: Instructions for Theory-to-Case Paper</li> </ul>
	August 28	<ul style="list-style-type: none"> <li>• Hale, Henry. 2008. <i>The Foundation of Ethnic Politics: Separatism of States and Nations in Eurasia and the World</i>. Cambridge University Press. <u>Introduction and Chapter 3</u>. [34]</li> </ul>
<b>Week 4</b>	September 2	<b>(Some) Properties of Ethnic Identity</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• <i>In-class</i>: Overview of how to read journal articles</li> </ul>

- September 4
- Robinson, Amanda Lea. 2024. "Ethnic visibility." *American Journal of Political Science* 68(4): 1234-1251.
- OR
- Wamble, Julian J., Laird, Chryl N., McConnaughy, Corrine M., & White, Ismail. K. 2022. "We are one: the social maintenance of black democratic party loyalty." *The Journal of Politics* 84(2): 682-697.
- Week 5**      September 9      **Communal Violence in India**
- Brass, Paul R. 1997. *Theft of an Idol: Text and Context in the Representation of Collective Violence*. Chapter 7. [56]
- September 11
- Varshney, Ashutosh. 2001. "Ethnic conflict and civil society: India and beyond." *World politics* 53(1): 362-398.
- Week 6**      September 16      **Civil War**
- Fearon, James D., and Laitin, David D. 2003. "Ethnicity, insurgency, and civil war." *American Political Science Review* 97(1): 75-90.
- OR
- Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. 2010. "Why do ethnic groups rebel? New data and analysis." *World politics* 62(1): 87-119.
  - *In-class*: Discuss datasets related to civil war and ethnic conflict: (1) Correlates of War; (2) All-Minorities at Risk; (3) Ethnic Power Relations.
- September 18
- Lewis, Janet I. 2017. "How does ethnic rebellion start?." *Comparative Political Studies* 50(10): 1420-1450.
  - *In-class*: Workshop research question for theory-to-case paper.
- Week 7**      September 23
- Kalyvas, Stathis N. 2003. "The ontology of 'political violence': action and identity in civil wars." *Perspectives on Politics* 1(3): 475-494.
- Genocide**
- September 25
- Straus, Scott. "Contested meanings and conflicting imperatives: A conceptual analysis of genocide." *Journal of Genocide Research* 3, no. 3 (2001): 349-359 only.
  - Straus, Scott. 2012. "Retreating from the Brink: Theorizing Mass Violence and the Dynamics of Restraint." *Perspectives on Politics* 10(2): 343-62.
- Week 8**      September 30      **Student presentations**

	October 2	*** Theory-to-case paper due by Friday, October 3 at midnight.
<b>Week 9</b>	October 7	<b>Origins of National Consciousness</b> <ul style="list-style-type: none"> <li>Anderson, Benedict. 1983. <i>Imagined Communities</i>. <u>Chapter 1 to 3</u> [46]</li> </ul> OR <ul style="list-style-type: none"> <li>Gellner, Ernest. 1983. <i>Nations and Nationalism</i>. <u>Chapter 1 to 3 and 5</u> [47]</li> </ul>
	October 9	<ul style="list-style-type: none"> <li>Hechter, Michael. 2000. <i>Containing nationalism</i>. Oxford University Press. <u>Chapters 2 and 4</u> [31]</li> </ul>
<b>Week 10</b>	October 14	<b>Modernization and Nationalism</b> <ul style="list-style-type: none"> <li>Weber, Eugen. 1976. <i>Peasants into Frenchmen: the modernization of rural France, 1870-1914</i>. Stanford University Press. <u>Chapter 18</u> [35]</li> <li>Balcells, Laia. 2013. Mass schooling and Catalan nationalism. <i>Nationalism and Ethnic Politics</i> 19(4): 467-486. [19]</li> </ul>
	October 16	<ul style="list-style-type: none"> <li>Robinson, Amanda L. 2014. "National versus ethnic identification in Africa: Modernization, colonial legacy, and the origins of territorial nationalism." <i>World Politics</i> 66(4): 709-717, skim the rest. [8]</li> </ul>
<b>Week 11</b>	October 21	<b>Nationalist Mobilizations in Eurasia</b> <ul style="list-style-type: none"> <li>Beissinger, Mark R. 2002. <i>Nationalist mobilization and the collapse of the Soviet State</i>. Cambridge University Press. <u>Chapter 1: 1-37 only</u> [37]</li> </ul>
	October 23	<ul style="list-style-type: none"> <li>Roeder, Phillip G. 2007. <i>Where nation-states come from: Institutional change in the age of nationalism</i>. Princeton University Press. <u>Chapter 1: 1-37 only</u> [37]</li> </ul>
<b>Week 12</b>	October 28	<b>Nationalism in the Colonies</b> <ul style="list-style-type: none"> <li>Lawrence, Adria. 2013. <i>Imperial rule and the politics of nationalism: Anti-colonial protest in the French empire</i>. Cambridge University Press. <u>Chapter 2</u> [40]</li> </ul>
	October 30	<ul style="list-style-type: none"> <li>Posner, Daniel N. 2003. "The colonial origins of ethnic cleavages: The case of linguistic divisions in Zambia." <i>Comparative Politics</i>, 127-146.</li> </ul>
<b>Week 13</b>	November 4 November 6	<b>Student presentations</b> <p>*** Theory-to-case paper due by Friday, November 7 at midnight.</p>



**Religion and National Identity**

- Week 14**    November 11    • Jap, Jangai, Sam Selsky, and Amy H. Liu, “Religion and National Pride: A Cross-National Comparison.” *Working paper*.
- November 13    • Review session
- Week 15**    November 18    **Exam**
- November 20    Conference travels - No class meeting
- Week 16**
- November 25    Workshop paper - Last class meeting

**Final paper due by noon, Monday 12/08**