**Course Description**

This course provides an introduction to the theories and empirics necessary to analyze and understand ethnic conflict. The course is organized around two core questions: what causes ethnic conflict? And what can we do to manage, mitigate, or eliminate ethnic conflict? To answer these questions, we will begin by investigating different theories of ethnicity and identity and the ways in which such identities can be shaped, manipulated, and used to generate discord among different groups. We will then turn to the exploration of how these underlying disagreements can escalate into conflicts, and how different kinds of social, economic, and political conditions contribute to increasing hostility. We will conclude by focusing on a range of possible solutions to ethnic conflict.

**Required Texts**

The following books have been placed on order at the bookstore.


Additional readings will be available on the class Moodle page.
Course Requirements

Your grade in this course will be based on the following elements:

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<tr>
<th>Component</th>
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<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>Reaction paper</td>
<td>5%</td>
</tr>
<tr>
<td>Take-home midterm exam</td>
<td>20%</td>
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<tr>
<td>Group data analysis project</td>
<td>35%</td>
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<tr>
<td>Take-home final exam</td>
<td>25%</td>
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Class participation. Your participation grade will be based on regular, informed contributions during class discussions and selected Moodle discussion topics. When calculating your participation grade, I will be weighing the quality of contribution over quantity. You will receive a higher grade for making thoughtful comments or raising questions that enhance our understanding of the material or further our investigation of ethnic conflict rather than speaking just for the sake of hearing yourself talk. You will also take turns posting discussion questions to Moodle in advance of class to get our in-class discussions started. Students who are perennially late or absent, or who come to class unprepared for discussion will receive low marks for participation.

Reaction paper. You are responsible for turning in one short critical reaction paper on one of the assigned readings for class. This reaction paper (2 pages, double-spaced) should include a BRIEF summary of the author’s core argument, and then your analysis of the merits (and possible limitations) of this argument. You may write your paper at any time, but papers must be turned in at the beginning of class for which the reading is assigned. Eligible readings are starred (*) in the syllabus.

Midterm. Halfway through the course, there will be a take-home midterm exam. You will be given a list of questions that ask you to draw from the readings and in-class discussions. You will select one question and write a 6-8 page (double-spaced) response to be turned in the following week.

Group data analysis project. Throughout the term, you will work in small groups of 3-4 people to investigate a specific real-world policy question pertaining to ethnic conflict. As a group, you will be responsible for collecting the data that you believe will help you understand and answer the question, analyze those data, write up your results, and present the results to the class. The specific graded portions of this project are divided as follows:

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<th>Component</th>
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<tr>
<td>Short paper/review of literature</td>
<td>5% (group grade)</td>
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<td>Compilation of dataset and codebook</td>
<td>5% (group grade)</td>
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<tr>
<td>Short paper/initial data exploration</td>
<td>5% (individual grade)</td>
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<tr>
<td>Final paper</td>
<td>10% (group grade)</td>
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<tr>
<td>In-class presentation</td>
<td>5% (group grade)</td>
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<tr>
<td>Individual contribution to group</td>
<td>5% (individual grade)</td>
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Please note: I am not assuming you have taken any prior statistics/research methods classes. While such background will certainly be helpful for this assignment, I will provide you with very detailed instructions and guidance so that no one will be at a disadvantage.
Final exam. The final exam for this class will consist of multiple essay questions that you will answer based on your understanding of the readings and discussions from class. The questions will be handed out on the last day of class, and your responses will be due on the last day of the exam period.

Course Policies

Attendance
You are expected to come to class regularly and on time. If you are unable to attend due to illness or some other personal matter, please notify me in advance. A pattern of unexcused and unexplained absences, or chronic tardiness will affect your participation grade. If you miss class, it is your responsibility to come see me in office hours and/or get notes from a classmate. Emailing me to ask “did I miss anything?” is NOT an acceptable substitute.

Late work
Late work will be penalized by 1/3 grade per day unless you provide documentation of extenuating circumstances (illness, family emergency, etc.) Make a note: computers do crash, printers sometimes jam, and files do occasionally disappear into thin air. Plan ahead, make back-ups of your work, and do not count on technological difficulties to excuse late work.

Extensions
Extensions will not be granted unless there are compelling reasons involving unforeseen complications or obstacles to completing your work on time. Simply having a busy week full of exams and papers is not, in itself, grounds for getting an extension. Please make note of assignment due dates and plan your workload accordingly.

Plagiarism and academic dishonesty
Both are offenses that the College and I take very seriously. Anyone caught cheating will automatically receive a zero for the assignment, and will have the case referred to the Dean’s office for further investigation and possible disciplinary action. To avoid landing yourself in this kind of trouble, please take pains to cite your sources accurately and thoroughly. You are also strongly encouraged to keep any outlines or rough drafts of your papers to document the evolution of your work. If you have any doubts or questions about citing and using sources, please feel free to consult with me.

Special needs
If you require special accommodation due to a documented physical or learning disability, please come see me during the first week of class to discuss how I can best help you get the most out of this class.
**Schedule of readings**

You should complete the assigned readings carefully and thoughtfully before coming to class. Readings available on Moodle are marked (M). Readings that eligible for your response paper are marked **.

**Tuesday, January 4**  
**Introduction to ethnic conflict**

**Thursday, January 6**  
**Creating and mobilizing ethnic identities**
- Jesse and Williams, *Ethnic Conflict*, ch. 1

### Explaining ethnic conflict

**Tuesday, January 11**  
**Myth, memory, and grievance**

**Thursday, January 13**  
**Economic deprivation and competition**

**Tuesday, January 18**  
**Political institutions and elites**
- Jesse and Williams, *Ethnic Conflict*, pp. 31-61

**Thursday, January 20**  
**Civil society**

**Group lit review paper DUE in class**

**Tuesday, January 25**  
**Conflict spirals (small group discussion day)**
- Beth Roy, *Some Trouble with Cows*, ch. 1-5

**Take-home midterm exam handed out**

**Thursday, January 27**  
**In-class movie: “Earth”**
*(we will discuss this movie for the first part of class on Tuesday)*
Case studies

Tuesday, February 1  Sri Lanka
• Jesse and Williams, *Ethnic Conflict*, ch. 6

** Take-home midterm exam DUE in class **

Thursday, February 3  Northern Ireland
• Jesse and Williams, *Ethnic Conflict*, ch. 3

Tuesday, February 8  Rwanda

Thursday, February 10  Sudan (guest lecture: Noah Salomon)
• Jesse and Williams, *Ethnic Conflict*, ch. 5

Tuesday, February 15  Israel/Palestine
• Jesse and Williams, *Ethnic Conflict*, ch. 7

** Short data exploration paper DUE in class **

What can be done to stop ethnic conflict?

Thursday, February 17  International intervention and peacekeeping
• Jesse and Williams, *Ethnic Conflict*, pp. 65-76

Tuesday, February 22  Peacebuilding
• Lisa Schirch, *Strategic Peacebuilding*, entire

Thursday, February 24  Peace settlements

Tuesday, March 1  Post-conflict reconciliation
• Nadim N. Rouhana (2008). “Reconciling History and Equal Citizenship in Israel:

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<th>Class research projects</th>
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<tr>
<td><strong>Thursday, March 3</strong></td>
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<td>In-class presentations</td>
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<td><strong>Tuesday, March 8</strong></td>
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<tr>
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<td><strong>Final group paper DUE in class</strong></td>
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