

INTL 8280: NATIONALISM AND ETHNIC CONFLICT / FALL 2009

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COURSE DESCRIPTION

Nationalism is not a new phenomenon, yet its spread during the past few decades has become a more salient challenge both to the integrity and sovereignty of states and to the stability of regions and, perhaps, the international system itself. Why is ethnicity such a potent source of conflict? When does nationalism cease to be a celebration of one's heritage and become a force for fragmentation of communities and the repression of others? Is ethnic conflict an end in itself, or are ethnic groups trying to achieve other goals through violence? What can states, international organizations, and peoples of the world do to prevent or ameliorate interethnic strife? These are some of the key concerns of this class.

In this seminar, we will examine the theoretical aspects of ethnicity, inter-ethnic conflict, and inter-ethnic conflict management. In addition, we will familiarize ourselves with the rapidly growing empirical literature on the subject, of both the traditional (case study-based) and newer (systematic) variety.

COURSE REQUIREMENTS

Reading Materials

1. Taras, Ray and Rajat Ganguly. 2002. *Understanding Ethnic Conflict*. 2nd ed. Longman.
2. Other required readings are available through the UGA Library's electronic reserves (ER) http://www.libs.uga.edu/access_services/reserves.html and electronic journals (EJ) <http://www.libs.uga.edu/ejournals/>. Additional readings not listed on the syllabus may be assigned as the semester progresses.

Student Initiative

As a graduate student, you are an integral part of the scholarly community. Our class represents a microcosm of this community. In terms of our weekly meetings, this means that you are expected to take the initiative in presenting, discussing, and critiquing the assigned materials both with the instructor and your colleagues. Therefore, our sessions will not be lecture-based but rather will follow the seminar format. It is important that students **read assigned materials thoughtfully and thoroughly** and that they **attend classes regularly**, since class time will be primarily devoted to the exploration and integration of assigned readings. In terms of the term paper assignment, you are expected to help each other out with ideas and constructive criticisms.

Research Project

See the end of the syllabus.

Discussion

Participation in the class is essential both to the success of this course and to your success in the course. In order to prepare for the upcoming class, read the assigned materials with the following goals in mind. First, understand each individual reading's logic, assumptions, and, if relevant, methodology and findings. What are the gaps or weak points in these areas? Second, integrate the readings with one another, by comparing and contrasting their logic, assumptions, methods, and findings. How do you account for the differences and especially for any inconsistencies across the readings? What makes one

of the readings more compelling than another? What seem to be the general problems with the research on the topic? What would be fruitful avenues for future research?

Discussion Outline

On a rotating basis, 1-2 students will develop an integrated outline of topics and discussion questions for each class session, focusing on the second point issues in the above requirement. **The outline is due by e-mail by noon on Monday prior to the class.** Outlines received by 3 pm will be penalized by 10%. No points will be awarded after this deadline even though missing the deadline does not exempt you from fulfilling this requirement. I will e-mail you back confirming the receipt of the outline.

Final Exam

Students who participate frequently and thoughtfully in class discussions need not take the exam. The exam is rather a chance for those with a sub-par discussion performance to demonstrate to the instructor that they have indeed been covering the assigned readings and thinking about the issues discussed.

Attendance

This is a graduate seminar so regular attendance is expected. Absences will negatively impact the overall course grade.

Grading Policy

Discussion Outline 25%

Term Paper 40%

Discussion (and/or Final Exam) 35%

Class Policies

1. Students are expected to turn in assignments at the beginning of class or at times otherwise noted.
2. Failure to meet a deadline does not exempt a student from fulfilling these requirements. Every assignment must be turned in by the last day of classes to pass the course.
3. Exceptions to the rules are granted at the instructor's discretion, only under circumstances of extreme personal emergency or serious illness. In all instances, appropriate evidentiary documentation will be requested.
4. All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible to inform themselves about those standards before performing any academic work. If you violate these rules – by, for example, cheating on examinations, plagiarizing the work of others, attempting to turn in assignments used in previous classes, etc. – you will receive a failing grade for the class and disciplinary proceedings to dismiss you from the University may be initiated against you. In short, **I will not** tolerate academic dishonesty and will assure you that you **will** face the harshest punishment possible if you attempt it.
5. Students may request the instructor to re-read exam answers or papers that they feel have been unfairly evaluated. Requests for re-evaluation must be submitted to the instructor in **typewritten form**, along with the assignment, within a week after it has been returned to the class. The written statement must explain specifically why the student believes that the grade should be reconsidered and what grade the assignment deserves.
6. The syllabus is a general plan for the course; deviations announced to the class may be necessary.

7. All students are expected to complete assigned readings before they are discussed in class and they are expected to discuss and respond to random questioning by the instructor.

TOPICS AND ASSIGNED READINGS

Abbreviations:

- ER: Electronic Reserves
- EJ: Electronic Journals
 - APSR = Am. Poli Sci Review
 - FA = Foreign Affairs
 - IO = International Organization
 - IS = International Security
 - ISQ = International Studies Quarterly
 - ISR = International Studies Review
 - JCR = Journal of Conflict Resolution
 - JPR = Journal of Peace Research

***August 18**

0. OVERVIEW

I. ETHNIC IDENTITY

***August 25**

A. Introduction

- ER: Hutchinson and Smith, "Introduction" (3-13)
- ER: Horowitz (3-12)
- ER: Montville, Ra'anan (5-12 only!)
- EJ: Ayres, JPR 2000, 37(1)

***September 1**

B. Theories of Ethnic Identity

- Taras and Ganguly (4-6)
- ER: Hutchinson and Smith
 - Stalin (18-21)
 - Weber (21-25), optional
 - Deutsch (26-29)
 - Connor (36-39)
- ER: Horowitz (51-57)
- ER: Montville, Ra'anan (12-18)
- ER: Huntington, "Political Ideas and National Identity" in *American Politics* (23-30)

***September 8**

C. (Forced) Evolution of Ethnic Identity

- ER: Hutchinson and Smith
 - Gellner (55-63)
 - Hobsbawm (76-83)
 - Brass (83-89)
 - Anderson (89-96)
 - Young (225-231), optional
- ER: Horowitz (64-74)

II. FROM IDENTITY TO INTER-ETHNIC VIOLENCE

***September 15**

A. Theories of Inter-Ethnic Violence 1

- ER: Horowitz, 95-201

***September 22**

B. Theories of Inter-Ethnic Violence 2

- Taras and Ganguly, 2nd ed (9-12, 15-31)
- EJ: Van Evera, IS 1994, 18(4)
- EJ: Snyder and Ballentine, IS 1996, 21(2)
- ER: Bowen, “The Myth of Global Ethnic Conflict”

***September 29**

C. The International Dimension of Inter-Ethnic Conflict

- Taras and Ganguly, 2nd ed (70-91)
- EJ: Carment et al., ISR 2009, 11(1)
- EJ: Huntington, FA 1993 72(3), optional
- EJ: Henderson and Tucker, ISQ 2001, 45(2)

***October 6**

D. Empirical Works 1: Large-n Studies

- EJ: Ellingsen, JCR 2001, 44(2)
- EJ: Mousseau, JPR 2001, 38(5)
- EJ: Reynal-Querol, JCR 2002, 46(1), optional
- EJ: Sambanis, JCR 2001, 45(3)
- EJ: Fearon and Laitin, APSR 2003, 97(1)

***October 13**

E. Empirical Works 2: Case Studies

- Taras and Ganguly, 2nd ed, (182-211)
- ER: Montville
 - Rose (133-150)
 - Heisler (177-195)
 - Harrison (301-325)
- EJ: Slack and Doyon, JPR 2001, 38(2)
- **Assignment 1 due**

***October 20**

F. Empirical Works 3: International-Ethnic Conflict Links

- EJ: Cetinyan, IO 2002, 56(3)
- EJ: Jenne, ISQ 2004, 48(4)
- EJ: Trumbore, ISQ 2003, 47(2), optional
- EJ: Woodwell, ISQ 2004, 48(1)
- EJ: Tir and Jasinski, JCR 2008, 52(5)

III. INTER-ETHNIC CONFLICT MANAGEMENT

*** October 27**

A. Domestic Solutions

- ER: Montville
 - Lijphart (491-509)
 - McRae (93-106)
- EJ: Paris, IS 1997, 22(2)
- EJ: Walter, IS 1999, 24(1)

***November 3**

B. Partition/Secession

- Taras and Ganguly, 2nd ed (42-69)
- EJ: Kaufmann, IS 1996, 20(4)
- EJ: Tir, JCR 2005, 49(5), optional
- EJ: Tir, JPR 2005, 42(5)
- EJ: Carter, IS 2008, 32(4)

***November 10**

C. International-Level Responses

- Taras and Ganguly, 2nd ed (92-125)
- EJ: Schrodtt and Gerner, JCR 2004, 48(3)
- EJ: Regan, JCR 2002, 46(1)
- EJ: Gartner and Bercovitch, ISQ 2006, 50(4)

***November 17**

- Student research project presentations

***December 1**

- Student research project presentations
- **Assignment 2 due Monday, December 7**

***December 15**

- Final exam, noon

RESEARCH PROJECT

The aim of the project is to produce the front end of a professional-level research paper that could be, with additional work, presented at a conference and submitted for publication. With this in mind, the project will focus on the theoretical underpinnings of the paper. In selecting your topic and conducting your work, please keep the following rules in mind. First, the paper must represent original research. General literature reviews or summaries of other works are not acceptable. Second, the papers must have a non-case specific theoretical focus. Papers should not address purely policy questions (e.g., should the US intervene in Darfur?). That is, the paper should address the general logic of the phenomenon you are investigating and not a specific case(s). Third, even though you are not asked to perform any empirical analyses in the paper, the goal of the project is to produce well thought out, testable hypotheses that could be operationalized and tested later on. (There is no restriction on the ultimate testing method, e.g. comparative case studies, large N design, simulations, etc.). Finally, the topic of the paper must address the issues related to inter-ethnic conflict or inter-ethnic conflict management in a prominent manner. Note that the assignment lengths are quite short. Research and think a lot before writing!

Assignment 1: Research Question and Analytic Literature Review

Step 1: Familiarize yourself with the literature as soon as possible. If you do not have a topic in mind already, survey the syllabus and perform additional readings. Once you have a topic in mind, consult as many sources as possible to see what kind of investigations have been conducted on your topic of interest.

Step 2: Identify gaps in the literature that you believe are particularly deserving of scholarly attention. This means that you will devise an angle of approach to your topic of interest that does not seem to be covered by the literature either at all or particularly well. Turn the narrowed-down topic into a research question. The research question should address an empirical puzzle – meaning that the phenomenon you

are trying to explain is sometimes present while at other times it is not. The point of the research project is to figure out what determines the phenomenon's presence or absence. For example, we observe that some ethnic groups fight more often than others; what drives a group's decision to take up arms as opposed to utilize other means of dealing with its problems (or do nothing)?

Step 3: To set up your research question properly, you need to (1) state the question and (2) explain why this is a puzzling question vis-à-vis the ethnic conflict literature. That is, you clearly need to demonstrate the "value added" dimension of your project. What will we know based on your project that we did not know before?

Step 4: To write the literature review part, you are not asked to conduct a general review in which you simply survey the writings on the topic. Rather, the whole review needs to address the issues of what has been done thus far to answer the question you are posing and what is missing in the literature. The review's function is to inform the reader about how your study will contribute to the extant knowledge of the subject. The review will hence both organize extant research as well as offer a critique of it. Be careful to critique the research specifically from the standpoint from which you intend to offer insights. That is, do not simply state in what respects prior writings lack in general but focus on specific problems that your study will address.

Length: 6-7 typewritten pages plus the bibliography. 50% of the project grade.

Assignment 2: Theory and Hypotheses

In the readings for the class, you will see plenty of examples of other people's theorizing. This is your chance to practice contributing to important scholarly debates and to start making your mark!

In this assignment, you build a theory based on your own insights that proposes answers to your question. In the process of building your theoretical story, you will need to make a series of assumptions (e.g. regarding the agent-structure debate, motivations of behavior, identity of agents [individuals, groups, states], etc.). Make sure you understand both the stated and implied assumptions you are making and that they are logically consistent with one another. Your theory should lead to the development of 1-3 testable hypotheses. In the process of theorizing and hypothesizing, imagine that you must persuade a very skeptical audience that your theory and hypotheses are important, insightful, and likely empirically true.

Present (to the class) your research question, highlights of the literature review, and an advanced version of your theory and hypotheses. The presentations will take place toward the end of the semester.

Turn in the paper re-stating your research question; presenting the theory; and spelling out your hypotheses. Length: about 6 typewritten pages plus the bibliography. 50% of the project grade.