

POLI 136A – Nationalism and Ethnic Conflict

Syllabus – Spring 2017

Instructor: Matthew Nanes – mnanes@ucsd.edu

Social Sciences Building (SSB) 348

Office Hours: Mondays 9-11 am

Course Description and Goals:

By the end of the course, you should be able to:

- Explain the main theories of ethnic identity (primordialism, constructivism, instrumentalism) and apply these theories to arguments about the role of identity in politics
- Evaluate the role of nationalism in conflicts across the globe
- Identify the conditions under which identity-based conflicts are likely to exist
- Provide policy solutions to prevent identity-based conflict from starting, or recommend solutions to mitigate conflict once it has already started
- Explain the causes and consequences of identity-based conflict in several regions of the world

Attendance Policy:

Attendance and active participation are expected. Due to the large class size, I will not take attendance. However, you will be evaluated on active and thoughtful participation in class. Additionally, we will have regular short reading quizzes (see below for details), meaning that you must a) come to class, and b) complete the readings before class.

Grading and Assignments:

The assignments are intended to evaluate you based on the course goals listed above, with an emphasis on a) your understanding of concepts related to nationalism, b) your ability to explain, analyze, and solve violent conflict organized around group lines, and c) your ability to communicate these items clearly and effectively.

1. **READING QUIZZES – 20%**. These in-class quizzes are designed to ensure that you have completed the assigned readings and are prepared to discuss them. They will not be hard, and you should do well if you complete the readings. We will not have one in every class, but they will occur fairly regularly. Reading quizzes cannot be made up at a later date; however, there will be enough of them that missing one or two will not significantly harm your course grade.
2. **CLASS PARTICIPATION – 20%**. All students are expected to contribute to in-class discussions in a thoughtful manner. This grading category includes your participation in our “Brexit” debate.
3. **FINAL PAPER (take home) – 60%**. 6-8 pages (double-spaced). Topic TBA.

There is no final exam.

Making the Most of Lectures:

Lectures are intended to help you in several ways:

- a. Provide exposure to a breadth of attitudes, perspectives, and experiences from your classmates.
- b. Highlight the most important parts of the assigned readings
- c. Use the assigned readings as a starting point for an expanded discussion of each topic

This class deals with topics that may be sensitive, emotionally-charged, and of course “political.” I expect that you will find yourself outside of your comfort zone at least once, either due to something in the readings, something I say, or something a classmate says. This is a normal part of the learning experience. So long as we remain open-minded and respectful of these differences, they are a source for learning. You should feel free to challenge ideas or statements that you disagree with, regardless of whether they come from me or from a classmate. Just be sure that you do so in a respectful manner. Be open to the possibility

that you're both right (or both wrong). Always make sure to challenge the statement, not the person who said it.

Readings and Resources:

There are no books to purchase. All assigned readings are either linked directly from this syllabus or will be available under the "content" folder on TritonEd.

Academic Integrity:

I take academic integrity very seriously. It is my intention to make the guidelines for each assignment crystal clear with regard to collaboration and the use of outside help. If you are not sure what is allowed on a particular assignment, it is your responsibility to contact me for clarification. Unless I specify otherwise, assignments should be completed on your own with no input from anyone else. Also unless otherwise specified, all assignments are closed-book and you may not use any resources to help complete them. Any violation of academic integrity will result in an automatic F in the class AND a referral to the academic integrity office.

Students with Disabilities

Students with disabilities are entitled to accommodations. Please visit the Office for Students with Disabilities website (<https://disabilities.ucsd.edu/students/index.html>) for details. Contact me as soon as possible if you wish to discuss any of these options.

1. Introduction: Group Conflict Around the Globe

4/3 (Monday): Course Introduction

4/5 (Wednesday): Is Nationalism Dangerous?

- a. Horowitz, Donald (1985), "Chapter 1: The Dimensions of Ethnic Conflict." In *Ethnic Groups in Conflict*. University of California Press. Pages 3-12 ONLY.
- b. Laitin, David (2007), "Chapter 1: The Pandemonium of Nations." In *Nations, States, and Violence*. Oxford University Press. Pages 1-27.

2. What is Ethnicity and Where Does It Come From?

By the end of this unit, students will be able to:

- Identify and explain the primary approaches to studying identity in politics
- Explain which approach they find most compelling, and why

4/7 (Friday)

- a. Connor, Walker (1978), "A Nation is a Nation, is a State, is an Ethnic Group, is a..." Reprinted in Hutchinson and Smith, eds. *Nationalism*. Pages 36-46.
- b. Stalin, Joseph, "The Nation." Reprinted in Hutchinson and Smith, eds. *Nationalism*. Pages 18-21.
- c. Deutsch, Karl (1966), "Nationalism and Social Communication." Reprinted in Hutchinson and Smith, eds. *Nationalism*. Pages 26-29.

4/10 (Monday)

- a. Hardin, Russel (1995), *One for All: The Logic of Group Conflict*. Princeton University Press. Pages 168-172 ONLY.

4/12 (Wednesday)

Primordialism, Instrumentalism, and Constructivism

- a. Chandra, Kanchan (2001), "Cumulative Findings in the Study of Ethnic Politics." *APSA-CP Newsletter*, Winter 2001. Pages 7-25.

3. The Origin of Nations and Nation-States

By the end of this unit, students will be able to:

- Explain what constitutes a *nation* and a *nation-state*, and explain the differences between the two
- Explain where nations and nation-states come from

4/14 (Friday)

- Laitin, David (2007), "Chapter 2: National Cascades." In *Nations, States, and Violence*. Oxford University Press. Pages 29-58.

4/17 (Monday)

- Roeder, Philip (2008), "Chapter 1: Who Gets a State of Their Own?" In *Where Nation-States Come From*. Princeton University Press. Pages 3-41.

4/19 (Wednesday)

PICK ONE OF TWO:

- Weber, Eugen (1976), "Chapter 6: A Wealth of Tongues" In *Peasants Into Frenchmen: The Modernization of Rural France, 1870-1914*. Stanford University Press. Pages 67-94.

OR

- Posner, Daniel (2005), "Introduction: Institutions and Ethnic Politics." In *Institutions and Ethnic Politics in Africa*. Cambridge University Press. Pages 1-20.

4/21 (Friday)

a. **NO CLASS**

4. Identity and Violent Conflict I: Categories and Causes of Violence

By the end of this unit, students will be able to:

- Identify several reasons why conflict occurs *along group lines*
- Explain the categories of "motives" and "opportunity" based explanations, and discuss whether these are useful categories for analysis.
- Analyze which reasons contribute to conflict in a specific case

4/24 (Monday)

Why people fight: Motives

- Nanes, Matthew J. (2017), "Police Integration and Support for Anti-Government Violence: Evidence from Iraq."

4/26 (Wednesday)

Why people fight: Opportunity

- Fearon, James and David Laitin (2003), "Ethnicity, Insurgency, and Civil War." *American Political Science Review*. 97:1, Pages 75-90

4/28 (Friday)

- Collier, Hoeffler, and Rohner (2009), "Beyond Greed and Grievance: Feasibility and Civil War." *Oxford Economic Papers* 61, Pages 1-27.

5/1 (Monday)

PICK ONE OF TWO:

- Cederman, Lars-Erik, Nils B. Weidmann, and Kristian Skrede Gleditsch (2011), "Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison." *American Political Science Review* 105:3. Pages 478-495.

OR

- Kalyvas, Stathis and Matthew Adam Kocher (2007), "How "Free" is Free Riding in Civil Wars?: Violence, Insurgency, and the Collective Action Problem." *World Politics* 59:2. Pages 177-216.

5/3 (Wednesday)

- Hardin, Russel (1995), "Chapter 1: Individuals and Groups." In *One for All: The Logic of Group Conflict*. Princeton University Press. Pages 3-25.

5. Palestinian Nationalism

5/5 (Friday)

- a. Reading TBA

5/8 (Monday)

- a. **NO CLASS**

5/10 (Wednesday)

- a. Reading TBA

5/12 (Friday)

- a. Schanzer, Jonathan (2008), "Introduction: Islamism vs. Palestinian Nationalism." In *Hamas vs. Fatah: The Struggle for Palestine*. Palgrave Macmillan.

6. Conflict in the Balkans

5/15 (Monday)

- a. [Recommended] BBC Documentary, "The Death of Yugsolavia"
<https://www.youtube.com/watch?v=DdS9M7oSV0g>
- b. BBC Overview of Balkans Conflict: <http://www.bbc.com/news/world-europe-17632399>
- c. CNN Overview of Balkans Conflict: <http://www.cnn.com/WORLD/Bosnia/history/>
- d. Hardin, Russel (1995), *One for All: The Logic of Group Conflict*. Princeton University Press. Pages 156-163 ONLY.

5/17 (Wednesday)

- a. Fearon, James (1995), "Ethnic War as a Commitment Problem." *Unpublished manuscript*.

7. Nationalism, Separatism, and Irredentism in the United Kingdom

5/19 (Friday)

Northern Ireland and "The Troubles"

- a. BBC, History of The Troubles: <http://www.bbc.co.uk/history/troubles>
- b. Browse the CAIN website: <http://cain.ulst.ac.uk/events/index.html>
- c. Bayley, David H. (2008), "Post-Conflict Police Reform: Is Northern Ireland a Model?" *Policing* 2:2, p. 233-240.
- d. McCann, Eamonn (2015), "The Troubles Are Back." *New York Times*
<https://www.nytimes.com/2015/10/05/opinion/the-troubles-are-back.html>

5/22 (Monday)

Brexit Overview

- a. Brexit debate in two minutes: <https://www.youtube.com/watch?v=KHpbu9mqFJs>
- b. Brexit overview: <http://www.bbc.com/news/uk-politics-32810887>
- c. Donadio, Rachel. "Britain's Flight Signals End of an Era for Transnational Optimism"
https://www.nytimes.com/2016/06/25/world/europe/brexit-britain-european-union.html?ref=collection%2Fnewseventcollection%2Fbritain-brexit-european-union&_r=0
- d. Bennhold, Katrin: "In a Pro- 'Brexit' Corner of Britain, Impatience to Be Done With It"
https://www.nytimes.com/2017/01/29/world/europe/in-a-pro-brexit-corner-of-london-impatience-to-be-done-with-it.html?ref=collection%2Fnewseventcollection%2Fbritain-brexit-european-union&action=click&contentCollection=europe®ion=stream&module=stream_unit&version=latest&contentPlacement=14&pgtype=collection

5/24 (Wednesday)

Brexit Debate (in class)

- a. Debate prep assignment due at the start of class (hard copy)
- b. <https://www.nytimes.com/2017/02/28/opinion/northern-ireland-and-the-disunited-kingdom.html?ref=collection%2Fnewseventcollection%2Fbritain-brexit-european-union>

8. Identity and Violent Conflict: Solutions

By the end of this unit, students will be able to:

- Differentiate between *political* and *forceful* solutions to ethnic conflict
- Identify and explain several approaches to *political* solutions to ethnic conflict suggested by researchers or employed by policymakers
- Propose a political solution to a specific scenario and make a convincing argument why this solution is more likely to be effective than other possible strategies
- Explain, in general terms, under which conditions different political solutions to ethnic conflict are most likely to be successful.

5/26 (Friday)

Foreign-imposed solutions

- a. Fortna, Virginia Page (2003), "Scraps of Paper? Agreements and the Durability of Peace" *International Organization*
- b. Walter, Barbara (2002), "Chapter 1: Introduction." In *Committing to Peace: The Successful Settlement of Civil Wars*. Pages 1-15 ONLY.

5/29 (Monday)

- a. **NO CLASS**
- b. Catch up on readings!

5/31 (Wednesday):

Institutional Solutions I (learning to share)

- a. Lijphart, Arend (1977), "Chapter 2: Consociational Democracy." In *Democracy in Plural Societies: A Comparative Exploration*. Pages 25-52.
- b. Roeder, Philip (2012), "Power Dividing: The Multiple Majorities Approach." In *Conflict Management in Divided Societies: Theories and Practice*, eds. Stefan Wolff and Christalla Yakinthou. Routledge. Pages 66-81.

6/2 (Friday)

Institutional Solutions II (partition)

- a. Biden, Joseph R. Jr. and Leslie H. Gelb, "Unity Through Autonomy in Iraq." *New York Times* 1 May. <http://www.nytimes.com/2006/05/01/opinion/01biden.html>
- b. Sambanis, Nicholas and Jonah Schulhofer-Wohl (2009), "What's in a Line? Is Partition a Solution to Civil War?" *International Security*

6/5 (Monday)

Winning Hearts and Minds

- a. Berman, Eli, Jake Shapiro, and Joseph Felter (2011), "Can Hearts and Minds be Bought? The Economics of Counterinsurgency in Iraq." *Journal of Political Economy*. PAGES 766-774, 789-798, 809-911 ONLY

9. Wrap-Up

6/7 (Wednesday)

- a. Fearon, James (2006), "Iraq: Democracy or Civil War?" *Testimony to US House of Representatives Committee on Government Reform*. 15 September.

6/9 (Friday)

Final paper due Wednesday 6/14 via TurnItIn link on TritonEd by 5:00 pm.