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Office Hours  
By appointment (Virtual, via Zoom)

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## Course Description

This course offers a systematic study of ethnic and nationalist conflicts. The world saw an increase in sub-national conflicts and civil wars after the Cold War ended in the early '90s. In the decade that followed, the number of ethnic conflicts rose sharply along with other forms of atrocities like “ethnic cleansing” and genocide. We will explore key theoretical questions to understand these events. Are ethnic and nationalist identities immutable and primordial? What are existing theories that explain why such identities become more salient among some individuals or groups, often giving rise to armed conflicts? While many of these conflicts have occurred in new democracies, are consolidated democracies safe from mobilization along ethnic lines? What are different institutional approaches to manage such conflicts? These are some of the questions that will be discussed in the course.

## Important:

- **Delivery Mode:** This course is delivered as a hybrid class. While half of the class will be face-to-face (in LH 111), the other half will be delivered online. In Canvas, you will find the roster of attendance with details on which of the two classes (MW) you will take in-person, and which other online.
- **Students who experience COVID-19 symptoms should immediately contact the Abrons Student Health Center at (910) 962-328.**

## Student Learning Outcomes

By the end of this course, students should be able to:

1. Describe the two concepts, ethnicity and nationalism.
2. Explain the main theories of ethnic mobilization.
3. Evaluate the role of ethnicity and nationalism in the onset of armed conflicts
4. Apply bargaining theory to explain ethnic conflict.
5. Discuss various existing approaches to manage ethnic conflicts.

## Writing Intensive Course

This course meets the requirements of a writing intensive course. During the course you will write a research project with key focus on developing following research skill sets:

1. Students will identify a research question or puzzle in an area of ethnic/nationalist conflict and provide a brief analysis.
2. Using insights from the course, students will write a literature review, explain their theory, and generate testable hypotheses.
3. Students will then provide empirical evidence to test their hypotheses, using either a case study or a large 'n' research design that uses basic statistical analysis.

## Course Readings

All required textbooks and journal articles are available to download from UNCW library. Links for the books are provided below. You will need UNCW username and password to download chapters:

1. Hechter, M., 2000. [Containing nationalism](#). OUP Oxford.
2. Harff, B. and Gurr, T, 2018. [Ethnic conflict in world politics](#). Routledge.
3. Ross, M.H., 2007. [Cultural contestation in ethnic conflict](#). Cambridge University Press.
4. Landis, Dan, and Rosita D. Albert, 2007. [Handbook of Ethnic conflict](#). Springer.

## Earning Grades

**10%- Classroom Attendance & Participation.** Participation is much more than being physically present. It is necessary to engage actively in class discussions. 50% of this grade (5% of the overall final grade) will be allocated for attendance. For each unexcused absence, students will lose 20% of the attendance grade. Remaining 50% will be for class participation, discussions, debates and simulation exercises. Remember, familiarity with the assigned course contents will help you think analytically and contribute towards richer classroom discussions.

**20%- Quizzes and online discussion.** There will be 4-5 quizzes on weekly reading assignments and/or classroom presentations, administered either in class or via online. Questions will focus on the key arguments/theory of the reading and main evidence provided to support the theory. Quizzes in classrooms are unannounced and will include multiple choice type questions. But majority of quizzes will be online (students will be notified in advance), and are due prior to the classroom discussions. The aim of online quiz is to enhance student reading comprehension and enrich classroom discussions.

**20% Online Exam.** This is a take home exam, held around early November (Week 12). On the morning of the exam day, students will receive questions (via email and Canvas). Students are to submit their answers by 2pm, either in person or via Canvas (preferred). I will discuss the details of this exam in class.

**50%-Research Paper.** Students will complete a research project in any one topic area covered in the course. Each student will generate a research question and build research project around it throughout the course period, with following timeline.

1. Research paper I: Research question analysis – (5% of overall grade) - Due October 1, 5pm
  2. Research paper II: Up to theory & hypotheses – (20% of overall grade) - November 2, 5 pm
  3. Research paper III: Final Research paper – (25% of overall grade) - Due November 30, 5pm
- See "Research Project Instructions" in Canvas for details on expectations. Here, you will find resources such as evaluation or grading rubric.

Course grades are assigned according to the following criteria.

Grade	Percentage	Grade	Percentage	Grade	Percentage	Grade	Percentage
A	93 - 100	B+	87 - 89.9	C+	77 - 79.9	D	60 - 69.9
A-	90 - 92.9	B	83 - 86.9	C	73 - 76	F	Below 60
		B-	80 - 82	C-	70 - 72.9		

## Academic Honor Code

All members of UNCW's community are expected to follow the academic Honor Code. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook and available here: <http://www.uncw.edu/odos/honorcode/>). Academic dishonesty in any form will not be tolerated in this class.

## Statement Regarding Plagiarism

Please be especially familiar with UNCW's position on plagiarism as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else's ideas and represent them as your own. Here are some examples of plagiarism:

1. You write about someone else's work in your paper and do not give them credit for it by referencing them.
2. You give a presentation and use someone else's ideas and do not state that they are other person's.
3. You get facts from your textbook or some other reference material and do not reference that material.

## Student Disabilities

UNCW Disability Services supplies information about disability law, documentation procedures and accommodations that can be found at <http://www.uncw.edu/stuaff/disability/>. Students with diagnosed disabilities should contact the Office of Disability Services (962-7555). Please give me a copy of the letter you receive from Office of Disability Services detailing class accommodations you may need. If you require accommodation for test-taking, please make sure I have the referral letter no fewer than three days before the test.

## Statement Regarding Violence and Harassment

UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962-2273. Resources for individuals concerned with a violent or harassing situation can be located at <http://uncw.edu/noharm/resources/index.html>.

## Student Conduct

Students are expected to maintain decorum that includes respect for other students and the professor, and to display an attitude that seeks to take full advantage of the educational opportunity. All

students are expected to be prepared to work and actively participate in class activities. *Students must wear face cover at all times during the class and maintain social distance.*

*Cell phones:* Students will not use cell phones during the class. If you have issues that needs immediate attention, please simply remove yourself from the class and take care of the issue. I will provide you with the lecture note of each class.

## Late Assignments

If papers are submitted late, students will lose 10% of their assigned grade for each day after the due date and time.

## Absences

*Due to COVID-19 pandemic, classes this semester are offered hybrid. It is important that you attend the in-class sessions. However, in the event of sickness, please take appropriate precaution, and communicate with me. If you experience COVID-19 symptoms, you should immediately contact the Abrons Student Health Center at (910) 962-328. The only allowable (excused) absences are: a) university excused; b) university holidays; c) pre-approved absences where the student has contacted and sought instructor's approval.*

Students should make any and all efforts (within reason) to be in class at the beginning of the class session everyday. Tardiness is generally disruptive to the flow of the course and is discourteous to your fellow students. If tardiness cannot be avoided, please enter the class quietly and try not to draw attention to yourself. Exercise judgment as well. If you are significantly late to a class, please do not enter. Speak with the instructor afterwards.

## Make-up Exam

Make up exam will be permitted only under the gravest of circumstances and with appropriate documentation (This does not apply for quizzes. **Missed quizzes will not be re-taken**). Students are required to notify me, before the exam takes place, of any reason why they are unable to take the exam at the designated time. Students will be allowed to make-up an exam due to sickness if the student can provide a doctor's note stating the dates the student should be excused from classes. *Note: personal travel plans are not a legitimate reason for requesting to take an exam at a different time.*

## Class Preparation and participation

You are expected to be prepared when coming to class. This means you will have read the chapters before the lectures and are ready to participate. Rather than just reciting facts, I encourage you to ask questions and be curious. Your participation is graded. If you are reluctant to speak up, please talk to me in advance and we can figure out a way for you to participate.

## Schedule Fall 2020

### Week 0 (8/19)

Intro to Syllabus [ONLINE via zoom]

## Concepts, Theories and Dynamics

### Week 1 (8/24, 8/26) Intro to ethnicity and Nationalism

- Why do we care?
  - Huntington, S.P., 1993. The clash of civilizations? Foreign affairs, pp.22-49.
  - Ch 1, Ross 2007 [See book link above]

### Week 2 (8/31, 9/2) Ethnicity and ethnic conflict

- Defining and classifying ethnicity
  - Ch. 1 & 2, Harff and Gurr (2018) [See book link above]

### Week 3 (9/9) Nationalism

- Ch1 & Ch2, Hechter (2000)
- (9/7 no class, Labor holiday)

### Week 4 (9/14, 9/16) Majority-minority dynamics

- Ch. 4, Harff and Gurr (2018)
- Ch 5 Landis, Dan, and Rosita D. Albert (2012), Handbook of Ethnic Conflict, LINK: [Ch 5 The Sri-Lankan case](#). Springer.

## Mobilization

### Week 5 (9/21, 9/23) Theories of Ethnic mobilization

- Ch. 5, Harff and Gurr (2018)
- Posner, D.N., 2004. The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi. American Political Science Review, 98(4), pp.529-545.

### Week 6 (9/28, 9/30) Ethnic mobilization

- Kuzu, D., 2017. Comparative analysis of political systems and ethnic mobilization: Assimilation versus exclusion. Comparative European Politics, 15(4), pp.557-576.
- Discuss student Research questions; Conducting social science research (Research question - literature review)

10/1 Submit research question in Canvas

### **Week 7 (10/5, 10/7) Hindu Nationalism in India**

- Wojcieszewski, T., 2019. Populism, Hindu nationalism, and foreign policy in India: The politics of representing “the people”. *International Studies Review*.
- Varshney, A., 2014. India’s Watershed Vote: Hindu Nationalism in Power?. *Journal of Democracy*, 25(4), pp.34-45.

## **Ethnic conflict & Ethnic cleansing**

### **Week 8 (10/12, 10/14) Security Dilemma**

- Posen, B.R., 1993. The security dilemma and ethnic conflict. *Survival*, 35(1), pp.27-47.
- Discuss student Research; Conducting social science research (Theory and research designs)

### **Week 9 (10/19, 10/21) Rational theory of ethnic conflict**

- Fearon, J.D., 1994, September. Ethnic war as a commitment problem. Unpublished manuscript.

### **Week 10 (10/26, 10/28) Onset of ethnic conflict**

- Montalvo, J.G. and Reynal-Querol, M., 2005. Ethnic polarization, potential conflict, and civil wars. *American economic review*, 95(3), pp.796-816.  
*[For this paper, focus on the introduction part—understand what is the main argument of the paper, what do they mean by ethnic fractionalization (p 796-797), understand past works on ethnic fractionalization and polarization, and what evidence do they use to test their argument (p. 801), and what they find (p. 804-806; and the conclusion). Rather than focusing on statistical table understand what they find, as they describe it in words]*
- Ostby, G., 2008. Polarization, horizontal inequalities and violent civil conflict. *Journal of Peace Research*, 45(2), pp.143-162.

11/2 Submit research paper II (Intro, literature review and theory) in Canvas

### **Week 11 (11/2, 11/4) Massacres and genocides**

- Bell-Fialkoff, A., 1993. A brief history of ethnic cleansing. *Foreign Affairs*, pp.110-121.
- Timothy Snyder. 2003. “The Ethnic Cleansing of Western Ukraine, 1939-1945,” Chapter 8 in *The Reconstruction of Nations: Poland, Ukraine, Lithuania, Belarus, 1569-1999*. New Haven: Yale University Press, p. 154-178.[Link to library access: [HERE](#)]

## **Managing Ethnic conflict**

### **Week 12 (11/9, 11/11) Democratic Institutions for Divided Societies**

Online exam this week

- Lijphart, A., 2004. Constitutional design for divided societies. *Journal of democracy*, 15(2), pp.96-109.

**Week 13 (11/16, 11/18) Managing Ethno-nationalist Conflicts- Societal Level**

- Varshney, A., 2001. Ethnic conflict and civil society: India and beyond. *World politics*, 53(3), pp.362-398.
- Jha, S., 2013. Trade, institutions, and ethnic tolerance: Evidence from South Asia. *American political Science review*, 107(4), pp.806-832.

**Week 14 (11/23) Rwanda genocide case study**

- Watch documentary on Rwandan Genocide, *PBS documentary film Frontline: Ghosts of Rwanda*
- Alison Des Forges 1999. Read “The Genocide” in *Leave None To Tell the Story”: Genocide in Rwanda*. New York: Human Rights Watch. Available online at <http://www.hrw.org/reports/1999/rwanda/>
- 11/25 Reading day (no class)

— **Thanksgiving Break** —

**Week 15 (11/30, 12/2) Exam Week**

Submit research paper by 11/30

(Disclaimer: As the class proceeds, I reserve the right to modify the syllabus, the assignments, and grading structure if I see fit to better accommodate the course. Modifications will be communicated via e-mail and in class.)