

Nationalism, Identity, and Ethnic Conflict

PSC 32600 • Spring 2021

Monday/Wednesday, 3:30 to 4:45 pm

[Zoom link here](#)

Meeting ID: XXX XXX XXX

Passcode: XXXX

Professor: Diana Greenwald

Email: dgreenwald@ccny.cuny.edu

Office hours: Monday/Wednesday, 11:00 am to 12:30 pm, sign up [here](#)

1. Course Description

What is ethnicity, and when and how does ethnic identity matter for the practice of politics? When do differences between groups promote cooperation, and when do they instead generate conflict? What makes a nation, what is its relationship to the state, and what are the causes and consequences of nationalism in global politics? This course will draw on conceptual frameworks and empirical research in political science to understand ethnic politics, nationalism, and conflict around the world. Students will become acquainted with both qualitative and quantitative research methods and will learn how to formulate and assess causal claims. In a final research project, students will apply concepts and methods from the course to a topic of their choosing.

2. Assignments and Deadlines

<i>Item</i>	<i>Due</i>	<i>Percent of grade</i>
Attendance/participation		10%
Discussion posts	May 17	25% (+up to 5% EC)
Group project		
Group webcast	March 24	15%
Webcast response paper	April 7	10%
Final project		
Topic proposal	April 21	5%
In-class presentation	May 5-17	10%
Final paper	May 21	25%
		100% (+up to 5% EC)

3. Class Attendance and Participation

Our class will meet online, Mondays and Wednesdays from 3:30 to 4:45 pm, in accordance with the college academic calendar. Attendance will be taken at every online meeting. Recordings of all class meetings will be posted after class on Blackboard.

Absences for illness, emergency, religious observance, and select professional development or career-related opportunities will be excused with appropriate communication. The COVID-19 pandemic has introduced unprecedented challenges for many of us. Your health and safety, and the health and safety of your loved ones, must be your highest priorities. I simply ask that you do your best to communicate with me

about any extended absences you may need to take during the semester. If you are absent for more than three (3) online meetings without explanation, your attendance/participation grade will be affected.

Your attendance/participation grade includes: your attendance record; your preparedness for class; actively participating in class discussions; and engaging with your peers in an attentive and respectful manner. If you find it hard to ignore internet distractions during class, I highly recommend downloading an app such as [Freedom](#) that will temporarily block your access to certain websites (i.e. Facebook, Instagram, TikTok, etc).

4. Readings

Please consult the schedule below for the assigned readings. I do not require you to purchase any books. All assigned readings will be available either via Blackboard or they are linked below. You are unlikely to pass the course if you attend class but do not do the readings. Similarly, you are unlikely to pass the course if you do the readings but do not attend class. Please note that this course deals with some difficult, sensitive, and potentially upsetting topics. I will aim to provide content warnings for material that falls into these categories. I encourage you to speak to me if you need additional guidance with the reading materials or if you are struggling with the subject matter of the course.

5. Discussion Posts

You are required to submit five (5) discussion posts on Blackboard over the course of the semester, each of which will comprise 5% of your final grade. There are three types of discussion posts, described in more detail on Blackboard. You may submit up to one (1) additional post of any type for extra credit. Discussion posts should be 250-300 words in length. Please proofread your posts before submitting them. All discussion posts will be graded on a 5-point scale. Posts that follow the instructions on Blackboard and that demonstrate a high level of originality and thoughtfulness will receive full credit. To receive credit, all discussion posts must be submitted by 11:59 PM EST on **May 17**, the last day of classes.

6. Group Project

At the beginning of the semester, you will be assigned to a group with 2-3 of your peers. Your group will meet during class time to select a contemporary or historical setting of inter-ethnic conflict or inter-ethnic cooperation to study in-depth. You will collaborate with your group to conduct your own background research on your case, drawing from news media and scholarly analysis that you can find online. The group project includes two parts, each of which will be described in more detail on Blackboard:

- a. Group webcast: A video-recorded discussion featuring all members of the group. Webcasts must be submitted by **March 24** at 11:59 PM EST.
- b. Webcast reflection paper: A short (3-4 double-spaced pages) written response to another group's webcast, to be completed individually. Webcast reflection papers must be submitted by **April 7** at 11:59 PM EST.

7. Final Project

The largest assignment of the course is your own research project. In the final research project, you will apply concepts and methods from the course to a particular state, region, conflict, political institution, popular movement, event, or another “case” of your choosing. The assignment has three (3) components:

- a. You must email me a one-paragraph topic proposal by **April 21** at 11:59 PM EST.
- b. You will deliver an in-class presentation of your topic **between May 5 and May 17**.
- c. Your final paper should be 7-9 pages (double-spaced, 12 point font, 1” margins). Papers must be submitted on Blackboard by **May 21** at 11:59 PM EST. Because of end-of-semester grading deadlines, late papers will not be accepted.

More detailed instructions will be provided on Blackboard for each component above.

8. Office Hours and Email

A link to sign up for my virtual office hours can be found at the top of this syllabus. Office hour appointments can be held on Zoom or by phone. Office hours are periods of time that professors specifically dedicate to you, the students, to review course material and answer any questions you may have. Please come to office hours as often as you wish. If you cannot attend my regularly scheduled office hours due to a conflict, please email me to find another mutually convenient time to meet.

I make every effort to respond to email within 24 hours (or, if over the weekend, the next business day). There are two exceptions. First: Emails sent less than 48 hours prior to the midterm or final paper due date are not guaranteed a response. Second: Questions whose answer is clearly stated on this syllabus are not guaranteed a response.

9. Grade Grievances

If you believe a grade you have received is unfair or in error, you will need to:

- a. Wait 24 hours after receiving the grade before approaching me.
- b. Within one week (7 days) of receiving the grade, provide an explanation in writing for why you believe the grade you received was unfair or in error and submit it with the original assignment. The entire assignment will be re-graded, and note that this may raise or lower your grade.

For more information on appealing grades, please visit the Office of Academic Standards' website [here](#).

10. Academic Integrity

Cheating, including plagiarism, will not be tolerated in this class. Plagiarism means presenting someone else's words or ideas as your own. It is very easy to avoid by giving recognition to the original author or website from which the material came. In this class, we will review proper citation methods for your final paper. Academic misconduct such as cheating or plagiarism will result in a zero grade and possibly trigger disciplinary action. The CUNY Academic Integrity Policy is available [here](#). If you have made it this far through the syllabus, please [email](#) me a picture of a cute animal.

11. Accessibility, Health, and Well-Being

At City College, we strive to make classes accessible to every student, regardless of any disability (visible or non-visible; physical, cognitive, emotional, or learning) or any other special circumstances (such as a medical, personal, or housing emergency; family responsibilities; financial difficulties; legal difficulties; or immigration status) that may affect your ability to attend class and complete the coursework. Please speak to your professors in office hours or via email early in the semester or as soon as you're aware that you may need accommodations.

Please let your other professors know if you have registered with the AccessAbility Center/Student Disability Services (AAC/SDS) or have any **special needs, learning differences, or medical conditions** that may affect your coursework so that we can make the appropriate accommodations. If you believe you may need an accommodation, please do get in touch with the AAC/SDS. You can reach the AccessAbility office through their Zoom virtual front desk (<https://ccny.zoom.us/s/116151245>)

If you need a **computer, tablet, or wi-fi**, you can request them through an online form (https://portal.ccny.cuny.edu/depts/oit/cuny_loaner/login.php). You can also contact the iMedia Center via email (imedia@ccny.cuny.edu) or via phone, Monday-Friday 9am-3pm (646-558-8656; wait for the voice prompt to end; enter meeting ID 212-650-5480 and the # sign).

If you have any questions or concerns about your **immigration status** or that of your family members, please consult the CCNY Immigration Center for free and confidential advice via phone (212-650-6620) or email (meetu.dhar@cuny.edu).

Your health and well-being is important to me, your other professors, your colleagues and friends, and the City College community. If, for any reason, you are struggling with **personal issues, anxiety, depression, or stress**, there are a number of resources on campus.

CCNY's Counseling Center is now providing remote services to students, including screening and assessment, crisis intervention, individual short-term counseling, group counseling, referral and case management, and workshops. Contact the Counseling Center via their Zoom virtual front desk (<http://ccny.zoom.us/j/2126508222>), phone (212-650-8222), or email (counseling@ccny.cuny.edu). The email address is checked during normal business hours. Please include your phone number in the email. See the Counseling Center web page [here](#) for more information and resources. CCNY's Gender Resources has also moved to a virtual platform. For general questions or information about their services, including supporting survivors of violence and members of the LGBTIA+ community, contact them via email at genderresources@ccny.cuny.edu. See the Gender Resources web page [here](#) for more information and resources.

The Colin Powell School offers free, confidential peer mentoring with trained graduate students on issues of stress management and self-care. To sign up, simply send an email (peernavigationccny@gmail.com) or sign up online (<https://calendly.com/peernavigation/calendar?month=2020-10>).

If you are dealing with **food insecurity**, please visit Benny's Food Pantry in the Hoffman Lounge on the first floor of the NAC. The pantry is open even during the pandemic. To gain access on weekdays, just call 212-650-8844.

If you are facing an **emergency shortage of funds**, please email Ms. Charlene Darbassie (cdarbassie@ccny.cuny.edu) or Dean Andy Rich (arich@ccny.cuny.edu) in the Colin Powell School Dean's Office. They will tell you how to apply for an emergency grant. Applying is quick and easy.

If you are experiencing or have experienced **domestic violence** or **violence that is sex-based, gender-based, or sexuality-based**; or if you are experiencing or have experienced **discrimination because of gender, sex, sexuality, race, ethnicity, language, religion, disability, or other reasons**, please report it to Diana Cuzzo in the Office of Affirmative Action, Compliance, and Diversity via email (dcuzzo@ccny.cuny.edu) or phone (212-650-7330). For a confidential discussion of these and related issues, please contact Sophie English via email (senglish@ccny.cuny.edu) or phone (212-650-8905).

If you are struggling in any of your classes, don't hesitate to get extra **academic support**. Just make an appointment with the Academic Resource Center (www.ccny.cuny.edu/sssp/tutoring-arc) or email Garri Rivkin (grivkin@ccny.cuny.edu) in the Colin Powell School office of Academic Support Services.

The CCNY Writing Center (www.ccny.cuny.edu/writing) offers individualized **writing support** to all students.

To receive information and support about securing **internships** and planning for your **post-college career**, please contact Debbie Cheng (dcheng@ccny.cuny.edu) and Ashif Hassan (ahassan@ccny.cuny.edu) in the Colin Powell School Dean's Office. Also, take a look at the new Career Handbook that their office has created to help you start thinking about career and professional development (<https://www.ccny.cuny.edu/colinpowellschool/career-and-professional-development>).

For a continually updated list of **other pandemic-related resources throughout New York City**, please see this online document:

<https://docs.google.com/document/d/1sg5wJgKU9dUqmt62IGqxtWVccHSRUCChUrBBm3upvH8/edit?ts=5e792358#>

For **advising**, contact the Colin Powell School Advising Office (<https://www.ccny.cuny.edu/colinpowellschool/office-academic-advisors>). At their website, you can make a virtual appointment with one of the advisors or you can find their email addresses so you can send them a message.

12. Reading and Assignment Schedule

February 1: Introductions

Part I: Conceptualizing and Measuring Ethnicity

February 3: Ethnic and Racial Identification in the United States

- Anna Brown. “The changing categories the U.S. census has used to measure race.” February 25, 2020. *Pew Research Center*.
- “What Census Calls Us.” February 6, 2020. *Pew Research Center*.
- Jamelle Bouie. “Black Like Kamala.” *New York Times*. August 14, 2020.
- Erica Czaja, Jane Junn, and Tali Mendelberg. 2016. “Race, Ethnicity, and the Group Bases of Public Opinion.” In Adam Berinsky, ed. *New Directions in Public Opinion*. (pp. 104-123).

February 8: Theories of Ethnic Identity (I)

- Clifford Geertz. 1963. “Primordial Ties.” In Hutchinson and Smith, eds. *Ethnicity*. (pp. 40-45).
- Gabrielle Lynch. “The Politics of Ethnicity.” In *Routledge Handbook of African Politics*. (pp. 95-107).

February 10: Theories of Ethnic Identity (II)

- Murat Bayar. 2009. “Reconsidering primordialism: an alternative approach to the study of ethnicity.” *Ethnic and Racial Studies* 32(9): 1639-1657.
- Read at least first two pages, including abstract and introduction: Patrick J. Egan. “Identity as Dependent Variable: How Americans Shift Their Identities to Align with Their Politics.” *American Journal of Political Science* 64(3): 699-716.

February 15: COLLEGE CLOSED

Part II: Nationalism and State Formation

February 17: Nationalism (I)

- Ernest Gellner. “Definitions.” *Nations and Nationalism*. Chapter 1. (pp. 1-7)
- Benedict Anderson. 2016 (1983 1st edition). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Chapters 1-3. (pp. 1-46)

February 22: Nationalism (II)

- Anthony D. Smith. 2006. “Ethnicity and Nationalism.” In Gerard Delanty and Krishan Kumar, eds. *The Sage Handbook of Nations and Nationalism*. (pp. 169-181.)

February 24: State Formation and Violence (I)

- Robert Bates. 2001. “The Formation of States.” *Prosperity and Violence*. (pp. 34-56)

Recommended: Charles Tilly. 1985. “War Making and State Making as Organized Crime.” In Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol, eds. *Bringing the State Back In*. (pp. 169-191).

March 1: Constructing and Deconstructing Nations (I)

- Adria Lawrence. 2013. *Imperial Rule and the Politics of Nationalism*. “Indigenes into Frenchmen? Seeking Political Equality in Morocco and Algeria.” (pp. 50-90.)

March 3: IN-CLASS GROUP MEETING TIME

March 8: Constructing and Deconstructing Nations (II)

- Ian Lustick. 1993. *Unsettled States, Disputed Lands*. “Where and What Is France? Three Failures of Hegemonic Construction.” (pp. 81-120).

March 10: Constructing and Deconstructing Nations (III)

- Nadav G. Shelef. 2010. *Evolving Nationalism: Homeland, Identity, and Religion in Israel, 1925-2005*. “Nationalism, Change, and Evolution.” (pp. 1-22).

Recommended: Rashid Khalidi. 2010 (1st edition 1997). *Palestinian Identity: The Construction of Modern National Consciousness*. “Contrasting Narratives of Palestinian Identity.” (pp. 9-34).

March 15: Constructing and Deconstructing Nations (IV)

- Adriana Kemp. 2004. “‘Dangerous Populations’: State Territoriality and the Constitution of National Minorities.” In Joel Migdal, ed. *Boundaries and Belonging: States and Societies in the Struggle to Shape Identities and Local Practices*. (pp. 73-98).

Part III: Ethnic Mobilization, Contestation, and Violence

March 17: Ethnic Mobilization and Rebellion (I)

- Janet I. Lewis. 2020. “Civilians.” In *How Insurgency Begins: Rebel Group Formation in Uganda and Beyond*. Cambridge University Press. Pp. 125-175.

Recommended: Gunes Murat Tezcür. “Ordinary People, Extraordinary Risks: Participation in an Ethnic Rebellion.” *American Political Science Review* 110(2). (pp. 247-264)

March 22: Ethnic Mobilization and Rebellion (II)

- Nimmi Gowrinathan and Zachariah Mampilly. 2019. Resistance and Repression under the Rule of the Rebels: Women, Clergy, and Civilian Agency in LTTE Governed Sri Lanka. *Comparative Politics* 52(1): 1-20.

Recommended: Sumantra Bose. 2007. *Contested Lands: Israel-Palestine, Kashmir, Bosnia, Cyprus, and Sri Lanka*. “Sri Lanka”. (pp. 6-54).

March 24: GROUP WEBCAST DUE

March 27-April 4: SPRING RECESS

April 5: Ethnic Mobilization and Genocide (I)

<ul style="list-style-type: none"> • Lee Ann Fujii. 2009. "Genocide among Neighbors." And "Violence and Identity in Historical Perspective." <i>Killing Neighbors: Webs of Violence in Rwanda</i>.
<p>April 7: WEBCAST REFLECTION PAPER DUE</p> <p>Ethnic Mobilization and Genocide (II)</p> <ul style="list-style-type: none"> • Watch: "<u>Ordinary Jews: Choice and Survival during the Holocaust - Evgeny Finkel.</u>" October 9, 2017.
<p>April 12: Secession (I)</p> <ul style="list-style-type: none"> • Donald L. Horowitz. <i>Ethnic Groups in Conflict</i>. "The Logic of Secessions and Irredentas." (pp. 229-262).
<p>April 14: Secession (II)</p> <ul style="list-style-type: none"> • Barbara F. Walter. 2006. "Information, Uncertainty, and the Decision to Secede." <i>International Organization</i> 60. (pp. 105-135).
<p><u>Part IV: Political Institutions and Cooperation</u></p> <p>April 19: Ethnic Diversity and Cooperation (I)</p> <ul style="list-style-type: none"> • James Habyarimana et al. 2007. Why Does Ethnic Diversity Undermine Public Goods Provision? <i>American Political Science Review</i> 101(4). (pp. 709-725).
<p>April 21: FINAL TOPIC PROPOSAL DUE</p> <p>Ethnic Diversity and Cooperation (II)</p> <ul style="list-style-type: none"> • Volha Charnysh, Christopher Lucas, and Prerna Singh. 2015. "The Ties That Bind: National Identity Salience and Pro-Social Behavior Toward the Ethnic Other." <i>Comparative Political Studies</i> 48(3). (pp. 267-300).
<p>April 26: Political Institutions (I)</p> <ul style="list-style-type: none"> • Daniel N. Posner. 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). (pp. 529-545)
<p>April 28: Political Institutions (II)</p> <ul style="list-style-type: none"> • Arendt Lijphart. 2001. "<u>Consociational Democracy.</u>" In Joel Krieger, ed. <i>The Oxford Companion to Politics of the World (2nd edition)</i>. • Stef Vandeginste. 2014. "Governing ethnicity after genocide: ethnic amnesia in Rwanda versus ethnic power-sharing in Burundi." <i>Journal of Eastern African Studies</i> 8(2). Pp. 263-277. <p><i>Recommended:</i></p> <ul style="list-style-type: none"> • Donald L. Horowitz. 2014. "Ethnic Power Sharing: Three Big Problems." <i>Journal of Democracy</i> 25(2). (pp. 5-20).
<p>May 3: Political Institutions (III)</p> <ul style="list-style-type: none"> • Raul L. Madrid. 2012. <i>The Rise of Ethnic Politics in Latin America</i>. "Ethnicity and Ethnopolitism in Latin America." (pp. 1-34.)
<p>May 5, 10, 12, 17: FINAL IN-CLASS PRESENTATIONS</p>

May 21: FINAL PAPER DUE