Nationalism, Ethnicity, and Political Conflict
POL 341
Fall 2019
Mo/We 8.05pm-9.20pm, Dooly Memorial 200

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Office Hours: Tu/Th 2pm-3pm, 1300 Campo Sano, Room 240 C

Description:
This is an advanced undergraduate course on nationalism, ethnicity, and related forms of political conflict. The course explores the causes and consequences of ethnic identification and nationalism as well as the causes of ethno-nationalist conflict and policy approaches to its management. The course is run as a seminar, centered around student participation in class discussion.

Learning Objectives:
The course has two main goals.

- Exposing students to and familiarizing them with the main theoretical debates and empirical findings on ethnicity, nationalism, and associated forms of political violence.
- Furthering students’ critical and creative thinking on theoretical and policy questions related to ethnicity and nationalism, through class discussion and writing.

Pre-requisites:
There is no formal pre-requisite for this class but having taken Introduction to International Relations or Introduction Comparative Politics is highly desirable.

Requirements:
This course will be run as a seminar. Students are expected to do all the readings (approximately 100 pages a week, i.e., 50 pages per meeting) before the class meeting for which they are assigned and thoughtfully participate in class discussion.

There will be an in-class mid-term exam and a take-home final exam, both consisting of an essay (5 pages for the final exam).
For all assignments, students are expected to demonstrate familiarity with the assigned readings, not just their class notes.

Grading:
The course grade will be calculated according to the following formula:
- Class participation: 25%
- Midterm in-class: 35%
- Take-home paper: 40%

Readings:
All readings are on electronic reserve (see “Readings” folder in the “Course Documents” folder on Blackboard), unless they are available through the UM’s library website (http://library.miami.edu/) or freely online, which is indicated in the syllabus.

Students are strongly encouraged to read the world news section of a major daily—e.g. New York Times, Wall Street Journal, Washington Post, Financial Times, etc.—or their online equivalents.

Rules and procedures:
Phone and laptops. With an eye towards optimizing all students’ learning experience, I strongly recommend not using laptops and phones while in class.

There is quite a bit of evidence indicating that taking notes with pen and paper, rather than typing, facilitates student learning; moreover, laptops and cellphones are a source of distraction for both the students using them and their peers sitting nearby when inappropriately employed to surf the internet, watch videos etc. (see, for example, Pam A. Mueller and Daniel M. Oppenheimer, “The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” Psychological Science, 2014; Faria Sana et al., “Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers,” Computer & Education, 2013; “Attention Students: Put Your Laptops Away,” NPR, http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away).

Email correspondence. I am happy to address any issue via email, but I prefer to meet in person during office hours or by appointment to discuss substantive course-related topics. Please allow 24/48 hours for me to respond.

Read your emails. From time to time, I will make announcements related to the course via email (in particular related to scheduling issues) and will assume you have read those emails.

Don’t cheat. The standard caveats about academic honesty obtain. Cheating on any assignment will result in the matter being turned over immediately to the Dean’s office, with a high risk of failing the class.

Please consult the UM’s honor code at:
Don’t miss assignments. Prompt (within 24 hours from missed assignment) written notes from doctors, deans, and coaches may excuse absences, as would prior consent of the instructor. Once a make-up date is scheduled, students will have to stick to it.

Disabilities. Students with disabilities should contact the Office of Disability Services (ODS, http://umarc.miami.edu/arc/ODS.html) to obtain appropriate academic accommodations and support.

Appeals. I am happy to provide feedback on assignments during office hours. If you wish to appeal a grade, at least two days after you received, please write a petition (2 pages maximum) outlining your reasoning, and resubmit your work. It will then be marked with fresh eyes and receive a final grade, which may go up, go down, or remain unaltered.
Introduction

*Nation*

*Ethnicity*

*Nationalism*

*Ethnic vs. civic nationalism*

Class 1. Key Concepts (August 19)
35 pages of readings
- Michael Hechter, *Containing Nationalism*, ch. 1. (17 pp.)
- Ernest Gellner, *Nations and Nationalism*, ch. 1. (7 pp.)
- Jack L. Snyder, *From Voting to Violence*, pp. 15-25. (11 pp.)

Class 2. Key Concepts (continued) (August 21)
57 pages of readings
- Donald Horowitz, *Ethnic Groups in Conflict*, pp. 41-54. (14 pp.)
- Walker Connor, “A Nation is a Nation, is a State, is an Ethnic Group, is a …”, in John Hutchinson and Anthony Smith, eds., *Nationalism*, 1995. (11 pp).

Theories of the Rise of Nationalism

*Is national identity rooted in pre-modern ties of community and culture or the result of transition to modernity?*

*What features of modernity shape nationalism: industrialization, commercial capitalism, or the administrative apparatus of the modern state?*

*Did the state make the nation or the other way around?*

Class 3. Modernization Theory (August 26)
45 pages of readings
- Ernest Gellner, *Nations and Nationalism*, chs. 2-4. (45 pp.)

Class 4. Modernization Theory (continued) (August 28)
61 pages of readings
- Eric Hobsbawm, *Nations and Nationalism since 1780*, ch. 1. (31 pp.)

No class Monday September 2, Labor Day
Class 5. Critiques of Modernization (September 4)
46 pages of readings

Class 6. Critiques of Modernization (continued) (September 9)
- Azar Gat, Nations, chs. 1-3. (66 pp.)

Class 7. The Role of the State (September 11)
45 pages of readings

Class 8. The Role of the State (continued) (September 16)
58 pages of readings
- Michael Hechter, Containing Nationalism, ch. 3. (20 pp.)
- Philip Roeder, Where Nation-States Come From, ch. 1. (38 pp)

Malleable or Durable Ethno-national Identities?
Once ethnic and national identities emerge, how malleable are they to changes in incentives, policies, and discourse?

Class 9. Incentives, Mass Literacy, and Identity Change (September 18)
64 pages of readings
- Keith Darden, Resisting Occupation, manuscript (47 pp.). (available at https://www.gwu.edu/~igis/assets/docs/Darden_Paper.pdf)

Ethno-national Identities and Rationality
Individual rationality vs. organizational/leadership rationality
Information and sanctions
Symbols
Culture and norms
Emotions

Class 10. Strategic Rationality (September 23)
57 pages of readings
• Stathis Kalyvas and M. Kocher, “How ‘Free’ Is Free Riding in Civil Wars?”
  *World Politics*, 2007. (40 pp.)

**Class 11. Narratives and Emotions (September 25)**

49 pages of readings

• Ashutosh Varshney, “Nationalism, Ethnic Conflict, and Rationality,”
  *Perspectives on Politics*, 2003. (15 pp.)

• Stuart J. Kaufman, “Narratives and Symbols in Violent Mobilization: The
  Palestinian-Israeli Case,” *Security Studies*, 2009. (34 pp.)

**Ethno-nationalism, Democracy, and Mass Media**

**Class 12. Democratization and the Marketplace of Ideas (September 30)**

36 pages of readings

• Jack Snyder and Karen Ballentine, “Nationalism and the Marketplace of Ideas,”

**Class 13. Ethno-national Identity, Information Technology, Collective Action**

(October 2)

46 pages of readings.

• T. Camber Warren, “Not by the Sword Alone: Soft Power, Mass Media, and the

  2015. (15 pp.)

**Contentious Collective Action**

**Class 14. Civil Wars and Riots (October 7)**

77 pages of readings

• Donald Horowitz, *The Deadly Ethnic Riot*, chap. 13. (44 pp.) (available at
  [http://www.columbia.edu/itc/journalism/stille/Politics%20Fall%202007/readings
  %20weeks%206-7/Horowitz,%20Calculus%20of%20Passion.pdf](http://www.columbia.edu/itc/journalism/stille/Politics%20Fall%202007/readings
  %20weeks%206-7/Horowitz,%20Calculus%20of%20Passion.pdf))

• Lars-Erik Cederman, Andreas Wimmer, and Brian Min, “Why Do Ethnic Groups
  Rebel?” *World Politics*, 2010. (33 pp.)

**Class 15. Nonviolent Resistance (October 9)**

62 pages of readings

• Stephan, Maria J. Stephan and Erica Chenoweth, “Why Civil Resistance Works:
  The Strategic Logic of Nonviolent Conflict,” *International Security*, 2008 (37
  pp.)

• Costantino Pischedda, “Ethnic Conflict and the Limits of Nonviolent Resistance,”
  *Security Studies*, 2020. (25 pp.)
Class 16. The Rwandan Genocide (October 14)
67 pages of readings
  - Scott Straus, *The Order of Genocide: Race, Power, and War in Rwanda*, chs. 1-2. (47 pp.)

Class 17. The Rwandan Genocide (continued) (October 16)
  - Scott Straus, *The Order of Genocide: Race, Power, and War in Rwanda*, chs. 3 and 6. (52 pp.)

Nationalism and the Economy

Class 18. Nationalism, Inequality, and Times of Economic Trouble (October 21)
51 pages of readings
  - Michael Hechter, *Containing Nationalism*, ch. 6. (19 pp.)

Class 19. Nationalism, Inequality, and Times of Economic Trouble (October 23)
48 pages of readings

In-class Midterm Review, October 28

In-class Midterm Exam, October 30

Religion and Ethno-Nationalism

Class 20. What is the Relation between Religion and Nationalism? (November 4)
47 pages of readings
Class 21. What is the Relation between Religion and Nationalism? (continued)  
(November 6)  
55 pages of readings  

Managing Violent Ethnic Conflict

Class 22. Diplomacy and Military Intervention (November 11)  
34 pages of readings  

Class 23. Powersharing and Cross-cutting Alignments (November 13)  
Pages of readings  

Class 24. Powersharing and Cross-cutting Alignments (continued) (November 18)  
50 pages of readings  
- Philip Roeder and Donald Rothchild, *Sustainable Peace: Power and Democracy after Civil War*, chs. 1-2. (50 pp.)

Class 25. Partition (November 20)  
50 pages of readings  

Class 26. Decentralization (December 2)  
52 pages of readings  

Final Take-home Exam