About the Course
This course provides an introduction to the study of ethnic conflict and is organized around two core questions: (1) how can we understand why, when, and where ethnic conflicts occur? And (2) what can we do to manage, minimize, or eliminate ethnic conflict? To answer these questions, we will begin by investigating different theories of ethnicity and the ways in which ethnic identities can be shaped, manipulated, understood, and used to sow discord among different groups. We will explore these questions by using theory and case studies to build a more complex picture of conflict processes and to develop a deeper understanding of how different kinds of social, economic, and political conditions contribute to—or inhibit—violence. We will conclude by examining what can be done to prevent ethnic conflict and to promote reconciliation and healing in societies that have experienced ethnic violence.

Required Texts
The following books are available for purchase at the bookstore.


All other readings will be available on Moodle. You are expected to do all the required readings/watch assigned videos before coming to class.
**Requirements**

Your grade in this course will be based on the following five elements:

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<th>Component</th>
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<td>Participation</td>
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<td>Short response papers</td>
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<td>Simulation reflection</td>
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<td>Case study wiki and presentation</td>
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**Participation:** Your participation grade is based on two equally important components: being an engaged and courteous member of class, and contributing to our shared understanding of the topics for this term. For the first component, I will consider your overall “citizenship” in class – attendance, coming to class on time, taking the material and class activities seriously, giving others in class your attention and respect, et cetera. Unexcused absences, habitual lateness, inattentiveness in class,¹ and disruptive behavior will lower your participation grade significantly.

For the second component, I will weigh your contribution to our shared investigation of ethnic conflict. Such contributions come in many different forms: raising questions as a designated discussion leader, responding to questions or comments made in class by me or by your peers, bringing in interesting news articles that might illustrate, deepen, or challenge theories that we encounter in class, taking an active role in small group discussions, reporting back findings from small group discussions, and so forth. Doing well on this component is not about being the loudest person in class, nor the most talkative. Instead, high marks will go to those of you who work hard to help us advance our collective knowledge and understanding by adding your critical perspective and insights to the larger conversation.

**Short response papers:** You will write two short (3-5 page) papers over the course of the term. Paper prompts will be posted to Moodle at the end of week two and week five; your paper will be due one week afterwards. These short papers are intended to make you think critically about some of the readings and theories that we encounter in class and connect them to cases and current events. There will be some (minimal) outside research required.

**Simulation reflection:** in the latter part of the term, we will hold an in-class conflict resolution simulation in which you will play the roles of different parties in a long-simmering conflict situation. One week after we complete the simulation, you will turn in a short (3-4 page) reflection on the dynamics and outcome of the simulation, connecting the events of the simulation to the ideas and theories that we have discussed in class.

**Case study wiki and presentation:** you will work in small groups to research a case of ethnic conflict (current or historical) in order to become an in-class “expert” and teach others about it. You will familiarize yourself with the background and salient details of your chosen case, and develop a group wiki that collects pertinent information, including reference materials, links to audio/visual materials, and other resources that reflect what you have learned about the case. Your group will also present a summary of your case study to the rest of the class.

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¹ Yes, I can see you. Really, I can.
**Final exam:** the last graded element of the class will be a take-home final exam, which will be handed out on the last day of class and due on the last day of the exam period. The exam will be cumulative and draw on your understanding of the assigned readings.

All assignments will have more detailed instructions, guidelines, and expectations posted on Moodle, along with specific requirements for formatting and citations.

**Course Policies**

**Attendance:** is mandatory. You are expected to come to class regularly and on time. If you are unable to attend a particular session due to illness or some other emergency, Please do me the courtesy of letting me know ahead of time. A pattern of unexcused absences or tardiness will significantly lower your participation grade. If you miss class, it is your responsibility to get notes from a classmate and then come see me in office hours to answer any questions you have. Please do not email me to ask if you missed anything important in class. The answer is: yes, you did.

**Deadlines:** All assignments, unless otherwise noted, should be uploaded to Moodle in PDF format ONLY by 5pm on the date due. Documents that are not in PDF form will not be accepted and will not count as being “turned in” – meaning that until you upload a PDF document, you will be in danger of incurring penalties for late work.

**Late work** will automatically incur a penalty of 1/3 grade for every 24 hours past the specified deadline (i.e., from a B to a B-) unless you provide documentation of extenuating circumstances (illness, family emergency, etc.) Technology failures – unless system-wide – do not excuse late work.

**Extensions** will not be granted unless there are extraordinary reasons or unforeseen complications/obstacles to completing your work on time. Simply having a busy week full of exams and papers is not, in itself, sufficient grounds for an extension. Please make note of assignment due dates in this and your other classes and plan your workload accordingly.

**Computers in class:** I prefer that you take notes without a computer. The quality of classroom interactions and conversations tend to be higher when people don’t hide behind screens. That said, if you find it more convenient to take notes on a computer or tablet, you may do so with the following restriction:

You are not to text, surf the internet, check email, Facebook, etc. during class. There is a zero tolerance policy in effect. If you are caught violating this expectation, your participation score will be irreparably damaged. If internet usage during class seems to be a widespread and/or recurring problem, no one will be allowed to use a computer to take notes during class time.

**Plagiarism and academic dishonesty:** You are expected to adhere to the highest standards of academic integrity in this class, submitting only your own, original work and not taking credit for work done by anyone else or for any other class. Anyone caught plagiarizing, cheating, or
otherwise violating the rules of academic honesty at Carleton will automatically receive a zero for the assignment and will have the case referred to the Dean’s office for further investigation and possible disciplinary action. In addition, offenders may receive a failing grade for the entire course. You are strongly encouraged to familiarize yourself with Carleton’s website on academic honesty, which is available at http://apps.carleton.edu/campus/doc/integrity/.

Special needs: If you require special accommodation due to a documented physical or learning disability, please come see me during the first week of class to discuss how I might best assist you in meeting the objectives and requirements of this course. Carleton College is committed to providing reasonable accommodations to students with disabilities. Students seeking accommodations should contact the Coordinator of Disability Services, Andy Christensen, at 222-4464 or anchrist@carleton.edu, to begin the process.

A note on classroom climate and triggers: the material we will cover in this class will be difficult and sometimes disturbing, even traumatic. All war involves violence, and ethnic conflicts in particular can involve sometimes unimaginably cruel acts, in many cases perpetrated against civilians and often victimizing the most vulnerable members of society. We will not sugar-coat this reality, but we will try to navigate the course with care, and delicacy, and a respect for each other’s sensibilities. In order to have discussions that are productive, challenging, and thought-provoking, we will all work to make the classroom a safe space in which to share and critique others’ ideas. At no time will derogatory, insulting, or rude comments be tolerated. I will do my best to enforce this rule, but I also ask you to assist me by choosing your own words thoughtfully and being willing to call others (in a respectful and courteous way) on inadvertent violations. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually.

Making the class a safe and supportive place for discussion does not mean, however, that you are free to share your views uncritically and unchallenged. We will push people to explain their reasoning, examine their assumptions, and think about topics in ways that might be, in some cases, quite difficult—especially for those among us who may have very strong personal beliefs or opinions on some of these matters. The goal here is not to stifle debate and analysis, but to set the ground rules for how to debate and analyze difficult topics in a fair, civil, and constructive way.

If you ever wish to discuss your personal reactions to this material, either with the class or with me afterwards, I welcome such discussion as an appropriate part of our coursework. If at any point in time you feel as if the classroom climate is not welcoming or supportive, I strongly encourage you to come speak with me in private so that we can address problems as they arise so they do not interfere with your learning. If you feel more comfortable raising your concerns anonymously, you can also approach any member of the faculty or staff you trust who can pass along your comments to me while keeping your identity confidential.
**Schedule of Readings**

### Theorizing Ethnicity

September 16

No reading. Familiarize yourself with the Moodle site and read this syllabus CAREFULLY, making sure you are familiar with the policies, guidelines, and expectations of the class.

September 18

- Esman, ch. 1-2

### Greed, Grievance, and Competition

September 23

- Esman, ch. 4, 6

September 25


### Political Institutions, the State, and Civil Society

September 30

- Esman, ch. 5 (pp. 93-108)

October 2


Short paper prompt #1 posted on 9/26

October 7

- Case study presentations

October 9

- Case study presentations

Case study wikis due by 5pm on 10/10

October 14

In-class movie: “No Man’s Land” (watch first 30 minutes before coming to class)

October 16

- Varshney, entire

Short paper prompt #2 posted on 10/17
### International Interventions

**October 21**
- Esman, ch. 5 (pp. 108-119)

**October 23**

**October 28**
- In-class simulation

**October 30**
- In-class simulation

### Conflict Management and Prevention

**November 4**
- Esman, ch. 7-9

**November 6**

**Simulation reflection due by 5pm on 11/7**

### Justice and Reconciliation

**November 11**

**November 13**

**November 18**
- No reading

**Final exam prompts handed out. Responses due by 5pm on 11/24**