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?

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.
4/10 (Monday)
4/12 (Wednesday)
Primordialism, Instrumentalism, and Constructivism

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)

4/17 (Monday)

4/19 (Wednesday)
PICK ONE OF TWO:
   OR

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

4/26 (Wednesday)
Why people fight: Opportunity

4/28 (Friday)

5/1 (Monday)
PICK ONE OF TWO:
   OR

5/3 (Wednesday)
5. **Palestinian Nationalism**

5/5 (Friday)
- **Reading TBA**

5/8 (Monday)
- **NO CLASS**

5/10 (Wednesday)
- **Reading TBA**

5/12 (Friday)

6. **Conflict in the Balkans**

5/15 (Monday)
- [Recommended] BBC Documentary, “The Death of Yugsolavia”
  https://www.youtube.com/watch?v=DdS9M7oSVOg

5/17 (Wednesday)

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

5/19 (Friday)
Northern Ireland and “The Troubles”
- BBC, History of The Troubles: [http://www.bbc.co.uk/history/troubles](http://www.bbc.co.uk/history/troubles)
- Browse the CAIN website: [http://cain.ulst.ac.uk/events/index.html](http://cain.ulst.ac.uk/events/index.html)

5/22 (Monday)
Brexit Overview
- Brexit debate in two minutes: [https://www.youtube.com/watch?v=KHpbu9mqFJs](https://www.youtube.com/watch?v=KHpbu9mqFJs)

5/24 (Wednesday)
Brexit Debate (in class)
- Debate prep assignment due at the start of class (hard copy)
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

5/29 (Monday)
a. **NO CLASS**
b. Catch up on readings!

5/31 (Wednesday):
Institutional Solutions I (learning to share)

6/2 (Friday)
Institutional Solutions II (partition)

6/5 (Monday)
Winning Hearts and Minds

9. **Wrap-Up**

6/7 (Wednesday)

6/9 (Friday)
Final paper due Wednesday 6/14 via TurnItIn link on TritonEd by 5:00 pm.