Political Science (PSCI) 6650.002
Ethnic Politics
Spring 2022

Dr. John Ishiyama
Office: Wooten Hall 166
Office Hours: By appoint virtually via zoom https://unt.zoom.us/j/5952815816
Office Phone: 565-4326
Email: John.Ishiyama@unt.edu

There is a Canvas site for this course where copies of documents will be placed (e.g. the syllabus and some relevant readings). All assignments are to be uploaded on CANVAS.

I. Goals and Objectives of the Course:

This course takes up three questions: What is ethnicity and when is it politically important? What is the relationship between ethnic politics and political behavior, in particular ethnic voting and political violence? What “solutions” exist to help mitigate the likelihood of the incidence of recurrence of ethnic violence (e.g. political institutions, partitions, and third-party intervention)? This course is primarily designed to provide both a broad overview of major theoretical approaches to the study of ethnic politics and ethnic conflict in the field of comparative politics (i.e the focus of this course will not be on US politics, but there is a good deal of overlap between the fields).

One of the goals of this course is to promote the analytical skills of the student. This involves not only knowing about the central concepts in the study of ethnic politics, but also exposure to the practice of conducting critical analysis (such as what appears in a typical political science journal article). In this class, you will be expected to write a paper that can be submitted as a conference proposal. I also encourage collaboration on the final project, but this is limited to two authors.

The course will also provide an opportunity for a publication for the student. The instructor is editing a publication entitled Encyclopedia of Ethnic and Racial Politics by Edward Elgar Publishers. This publication publishes short summaries of the various topics in ethnic politics such as Primordialism, Instrumentalism, ethnic parties, etc. of around 1500-2000 words. For this assignment, the student will select a topic to write on that is of interest to the student related to ethnic and racial politics and submit this as a secondary written assignment (beyond the research paper) for approval. The entry must be approved by the instructor. Although this is a graded assignment, the instructor will select the best ones for inclusion in the Encyclopedia after the semester ends.

II. Texts: There are two required texts for this course:

Hutchinson, John and Anthony D. Smith (eds.). 1996. Ethnicity. Oxford, UK: Oxford University Press. (Referred to in the syllabus as the Ethnicity Reader) (this is an edited book of classic primary readings in the field)

Jesse, Neal and Kristen Williams (2011) Ethnic Conflict: A systematic approach to cases of conflict Sage (this book also includes some cases that we will be examining during the course of the term)

In addition, there will be readings that you either will be required to download from the library, or there will be a link provided, or the piece will be available on Canvas (as indicated)
COURSE REQUIREMENTS

Your grade in this course will be based on a take-home final exam (worth 200 points), article reaction papers (worth a total of 100 points) and two class participations (one article summary and one encyclopedic entry briefing, worth 80 points total), a research project (worth 200 points) and presentation (worth 50 points), with the final 40 points determined by class participation. The total number of points for this course is 670. The writing assignments are intended to sharpen your analytical skills and give you some experience with the kind of analysis that you will be required to do in your other courses, on your comprehensive exams (for Ph.D. students), and in the kind of research and writing you will do as a practicing political scientist. Further the country/conflict briefings are meant to provide you with some real substantive knowledge about real cases in the world.

A. Exam: (200 points)
There will be a take-home final exam that will consist of essay questions. You are free to use any books, notes, or journal articles that you have, but you are not to confer with other students on the test questions. Evidence of collaboration with other students or anyone else will be treated as an instance of cheating and dealt with according to University rules on cheating. You will receive a grade of "0" for the exam and an "F" for the course. The exam will be distributed during the last class week (April 30) and will be due May 7 by 11:59 pm. There is a 10-point penalty for each day you are late turning in an exam.

B. Reaction Papers: (total 100 points, 20 points apiece)
Each of you will write at least five weekly papers that responds to a question/prompt that I provide. This question will be provided for the following class session.

C. Article presentation (30 points)

Beginning on February 9, one student will prepare a two-page handout (single- or double-spaced) on one assigned paper to present, and students will be assigned article presentations for an article every week after. Thus, each of you will do one summary presentation of an article during the course of the term. Email me your handout by noon on the Monday prior to our Tuesday evening meeting. This will be distributed to all students prior to the class meeting. (failure to do so will result in a “0” for the assignment).

Your handout should follow the following format:

(1) Topic
Summarize the topic of the paper as concisely as possible. Try to make main independent and dependent variables conspicuous. E.g., “The impact of electoral systems on ethnic conflict”

(2) Previous work
List one or few key articles or books on which the article builds its argument.

(3) Summarize the main findings of the article.

(4) Data- Describe the cases, observations, and variables (if that is applicable, some of the readings are not primarily empirical)

(5) Comments
Subject the piece to a critique. Point out positives and negatives about the article. If you can find a major problem in the article and offer a constructive solution, that will be the best thing to do.
The next best thing would be to discuss a major problem without offering a solution or to point out a not-so-major problem while presenting a solution. If you cannot do any of those, discuss minor problems or nice things about the article.

D. Encyclopedic entry (50 points)—More on this later

E. Research Project: (200 points)
Over the course of the semester, you should select one of the topics in the course (or another topic in comparative politics) and develop a research project that should culminate in a conference paper, publication, and/or thesis/dissertation. This review will be completed in two stages. The first installment should be a research statement with a literature review: you will present detailed problem statement that clarifies the research puzzle at the center of your project. This statement should be in a form that makes it clear that testable hypotheses can be derived from it. It should be on the order of an extended abstract of a journal article. In order to demonstrate how this research puzzle is grounded in existing research, you should offer in support of the problem statement detailed summaries (one page each) on each of seven refereed journal articles on the topic you have chosen. For this installment, confine yourself to refereed journal articles; do not use books, chapters in edited books, government reports, or any other type of resource. Those sources can be used in the final draft, but the purpose of the first installment is to get you to delve into the journal literature on your subject. Each summary should be preceded by a complete citation of the relevant journal article, in the style format of the American Political Science Review. This installment is due Wednesday, March 9.

The final draft should include 1) the research problem statement (revised and expanded from the first draft), 2) a detailed literature review, which is an analytical essay that explains how this body of works defines the parameters of research program in comparative politics in which your research project is grounded, and 3) your research design, which includes a theoretical framework (derived from the literature) from which you derive one or more testable hypotheses and then specify what data would be required to test these hypotheses; 4) your results and conclusions. The final draft is due Friday May 13 by 5:00 pm (uploaded to Canvas).

F. Oral Presentation of your research project: (50 points)
You will be required to present your research design in a “public forum”—I will ask some of your other fellow graduate students to attend. I will set up a special session (depending on your schedules) where you will be asked to present your research designs orally. Each of you will have 10-12 minutes to present (in a “panel” of 5) to be followed by “discussion” period. Each paper will be assigned a “discussant” who will be responsible for commenting on the paper and making constructive suggestions for improvement. You will be evaluated by your peers (including other audience members) and the instructor and the format will be similar to what you would find at a typical political science conference.

G. Class Participation: (40 points)- The quality of your class participation will be assessed both by the instructor and your peers. I pay particular attention to the quality of your comments, not just the quantity. Further, attendance does matter – if you are not in attendance, you are not participating.

Your final grade will be based a final percentage based on a denominator of 670 points

Remember:
1. The research project, oral presentation, and reaction paper assignments assignment are not optional; you will receive a grade of “F” for the course if you do not turn in any one of the major paper assignments, regardless of your score on the exam.
2. You may NOT turn in an identical paper that you have done in another class this semester or any previous semester. If you do, that will be counted as an instance of plagiarism, and you will receive a grade of “F” for the course and be referred to the appropriate University authorities.

3. Collaboration with academic peers is an increasingly important way to get published. Thus, I encourage collaboration on the final project, but only up to a maximum of two authors. Your final grade will be assessed individually, however.

4. Your paper must demonstrate that you have read multiple scholarly articles from several different *refereed scholarly* journals (not news magazines, government reports, web sites), and you must use the appropriate citation and bibliographic format (APSA style).

5. Your paper must be typed, double-spaced, with no more than one-inch margins on all four sides and no larger than 12-point type. You must turn in an electronic copy (by email) in MS Word, word perfect, or pdf format.

6. You may NOT change topics after you turn in the first installment. If you decide you cannot complete the paper you originally proposed, see me. To change topics you will have to do the first installment for your new topic before you turn in your final draft.

**IMPORTANT DATES**

March 9 Research Problem and literature review due

SPRING BREAK MARCH 14-18 (no class)

March 30, NO CLASS at ISA conference

May 13 (Friday) Final Draft of Research Design due

April 27 Take-Home Final distributed

May 4 Take Home Final Due

Final Presentations May 4 & May 11

**COURSE OUTLINE**

The course outline that follows delineates in sequence the major themes addressed in the course and the assigned readings for each theme. You are expected to complete the assigned readings before class and come to class prepared to discuss them.

**PART I: Ethnic Identity and its formation**

January 19: Introduction to the course (What is this course about?)

Understanding the Research Process

Exploring research and country/conflict interests

January 26-

What is ethnicity and nationalism?

Jesse and Williams pp 1-9

*Ethnicity Reader*, Introduction, p. 3-7 only.

*Ethnicity Reader*, Chapter 1 (Schermernhorn),

*Ethnicity Reader*, Chapter 2 (Tonkin et al)

*Ethnicity Reader*, Chapter 3 (Nash).

February 2

Contending approaches to ethnicity: Primordialism vs Constructivism:
Jesse and Williams pp 10-30

Ethnicity Reader, “Introduction: Approaches to Ethnicity,” p. 7-10 only.

Ethnicity Reader, Chapter 5 (Weber)
Ethnicity Reader, Chapter 6 (Geertz)
Ethnicity Reader, Chapter 7 (Eller and Coughlan)
Ethnicity Reader, Chapter 12 (Barth)


February 9 Where do identities come from? Modernization and ethnicity

Ethnicity Reader, Chapter 23 (Bell),
Ethnicity Reader Chapters 14 and 50 (Brass).


February 16 Violence and Identity


PART II: Ethnic Political Behavior—Explaining Conflict and Voting

February 23: Factors that affect ethnic conflict

- Jesse and Williams pp. 31-92
- Horowitz, Donald (1971) “The Three Dimensions of Ethnic politics” (on Canvas)
March 2 Rationalist explanations for ethnic conflict

- *Ethnicity Reader* Chapter 15 (Hechter)

March 9 Ethnicity, Political Violence and Civil War


SPRING BREAK MARCH 14-18 (no class)

March 23 Ethnic Voting and Ethnic Parties

- Kanchan Chandra What is an Ethnic Party? *Party Politics* 17(2) 151-169. (presentation 13)

March 30, NO CLASS at ISA conference

**Part III: Containing Ethnic Conflict**

**April 6: Institutional solutions to conflict? Consociationalism and its critique**

*Introduction to institutions*

*Consociationalism*

**April 13: Partition and Third Party Intervention**

**April 20—Encyclopedic presentations**

No class April 23

**April 27—Encyclopedic presentations**
UNIVERSITY OF NORTH TEXAS--POLICY ON ACADEMIC INTEGRITY:
Department of Political Science POLICY ON ACADEMIC INTEGRITY: The Political Science Department adheres to and enforces UNT’s policy on academic integrity (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). Students in this class should review the policy, which is located at: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf.
Violations of academic integrity in this course will addressed in compliance with the penalties and procedures laid out in this policy. Students may appeal any decision under this policy by following the procedures laid down in the UNT Policy Manual Section 18.1.16 “Student Standards of Academic Integrity.”

Policies on academic dishonesty can be found here: http://www.vpaa.unt.edu/academic-integrity.htm

UNIVERSITY OF NORTH TEXAS-STATEMENT OF ADA COMPLIANCE:
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

OTHER POLICIES

**Late assignments:** Late assignments are unacceptable and will be penalized 5% for the first day they are late, and a 10% every day thereafter. As with incompletes, extensions are given only under extreme circumstances and after consultation with the instructor – prior to the due date.

**Acceptable Student Behavior:** Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.
The Code of Student Conduct can be found at https://deanofstudents.unt.edu/conduct. The short version is that we must all practice the Golden Rule – treat others as you would like to be treated. Specifically, this means that all students must treat the instructor, the other students, the teaching assistants, and the classroom setting with respect. The same is true for the instructor. Therefore:

- All potentially disruptive electronic devices must be silenced.
- Students should not send text messages, have side conversations, fall asleep, or read irrelevant materials during class. It’s impolite and distracting.
- Students should be on time and stay for the entire period.
- Please show respect for alternative opinions and points of view.
- Please note that expectations for student conduct apply to all instructional forums.