

# ETHNIC CONFLICTS

Spring 2022

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<b>Instructor:</b> Joowon Yi	<b>Time:</b> MWF 8:35 – 9:25
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## Course Pages:

1. <https://canvas.tamu.edu/courses/133668>

**Office Hours:** LASB 367 (Liberal Arts Social Science Building). MW 10:00 - 11:30, or by appointment. Virtual Office Hours are available at <https://tamu.zoom.us/j/95073487490>.

**Objectives:** Ethnic conflicts include any conflicts occurring along the ethnic lines. This course examines what ethnic conflicts are, why they occur, and how we can resolve them. Ethnic conflicts have been studied in many academic disciplines, including political science, economics, anthropology, sociology, and history. While this course will be primarily based on texts written in political science, we will also incorporate useful insights from scholars who made an exceptional contribution to understanding ethnicity and conflicts. At the end of this course, students will be expected to understand why people fight along their ethnic and national lines and how we address those problems.

**Course Learning Environment:** I want every student to feel comfortable speaking in this class. We may think of ethnic conflicts as civil wars, coups, or protests distinct from our life experiences, but they are not. The most excellent authors in this field wrote that their life experiences critically influenced their works. Throughout this course, we value opinions and ideas from our colleagues very highly.

**Prerequisites:** Junior or senior classification.

**Grading Policy:** Two Summary Papers (30%), Participation (20%), Final Essay (35%), Final Paper Meetings (15%).

- Summary Papers (30%, 15% each): Each student will write two summary papers throughout the course, beginning in Week 4. Students should submit the hard copy of the paper in class by Wednesday of the week they choose to summarize. Students will write on background and research question (1 paragraph, 1 point), theoretical argument (about 1-2 paragraphs, 3 points), research design and empirical strategy (about 1-2 paragraphs, 3 points), results (about 1-2 paragraphs, 2 points), and discussion and extension (about 1-2 paragraphs, 6 points). A good summary should explain how the authors formulate a research question and theory and what they did to test their ideas. For discussion and extension, students can incorporate findings from other readings. A good extension should involve asking a question that the answer to it will either further strengthen or weaken the author's finding. The paper format is double-spaced, 12pt, Times New Roman, 3-5 pages.
- Participation (20%): We will use Week 1, 2, and 3 as "practice weeks" to familiarize ourselves with how individual participation will be graded in the coming weeks. Students are highly encouraged to use these three weeks to test their participation and check in with the instructor. Beginning in Week 4, a maximum of four points will be given per week. Only one participation that earned the highest grade in each week will be counted. At the end of the semester, the two lowest weekly participation scores will be dropped. In other words, five highest grades out of seven weekly participations in total will be counted in the final grades (20 at maximum). Students are welcome to bring the questions or thoughts written in their short papers. Students with an excused absence will submit their comments or discussion questions (2-3 sentences per an article) before Friday noon each week.

Participation will be graded using a three-point scale each week. Not providing any questions or comments (1); providing comments or questions that lack full understanding of the readings and/or that restate what's already been written in the articles (3); providing comments or questions based on critical reviews on the theory, empirical design, or results of the article(s) and/or showing thorough understanding of the reading (4). The best comments or questions will point out what's not fully answered or unrecognized in the article(s) but is still important to the validity of the author's argument, research designs, or findings.

- Final Paper (35%): This essay identifies one research question, ideally from the class discussions and short papers. The paper can start with a question raised in one or both short papers. Also, it can be based on a new question extended from the class discussions. Students will provide their own answers (which can be based on the existing theories) to the question and test their answers using *a case study*. Students will select one or more empirical cases, study the case(s), and use them to answer their research question. The grading will be based on finding an interesting research question based on the readings we've done (7), coming up with the theoretical arguments and testable hypotheses (8), selecting a proper case(s) for answering the question and explaining why it is (8), testing the case(s) with the argument (7), and summarizing the paper and describing what we know better after reading your paper (5). The due is 5/9, 10 pm. The paper format is double-spaced, 12pt, Times New Roman, 7-10 pages. Please follow the APSA style manual for political science <https://psel.library.tamu.edu/assets/pdf/UsingAPSAFormat.pdf>.
- Final Paper Meetings (15%): Using some of the class hours at Week 8 (3/11), Week 11 (4/1), Week 14 (4/22), we will have group meetings for checking our progress in the final paper. Before Week 8, the instructor will ask the issues or questions students are interested in for writing their final paper and will assign a group of four to six people working on a similar subject. For the first meeting, students will share the topics we're interested in, and potential research questions have in mind with the discussion group. The core expectation for this first meeting is to explore what they want to write. Students will discuss research questions they have in mind and explain why the chosen research questions seem to be interesting to them based on the existing literature.

Before the second meeting, students are expected to start writing up their research question and main argument. In this meeting, students will present their research questions and theory to the students in the group. The expectation is to give their idea verbally, but students can use ppt, pictures, or whatever they think is efficient for presentation. Other members ask clarifying questions and raise critiques to make each other's theoretical argument more logical and concise in the next version. Depending on the group's consensus, students can exchange their drafts up to this point and comment on each other's papers.

The last final paper meeting is in Week 15, approximately three weeks before the submission due date. Students will be expected to bring their empirical case(s) that they think are appropriate for testing the argument. Case selection requires strategy, and the instructor will give a lecture on it in Week 12. After giving a brief introduction to the case, students will present substantive and analytical reasons why they chose their particular case. Depending on the group's consensus, students can exchange their drafts up to this point and comment on each other's papers.

The meetings are designed to improve the quality of the paper by providing at least three chances to revise your paper and reduce students' pressure to complete the project at the end of the semester. It will be a precious opportunity to receive feedback from your peers. Please always be respectful of other people's papers and thoughts. Participating in each meeting accounts for 5% of the total grade.

- The overall class grade will be the following:

A: 89.5 +

B: < 89.5 - 79.5

- C: < 79.5 - 69.5
- D: < 69.5 - 59.5
- F: < 59.5

**Grading Disputes:** If a student wishes to dispute a graded assignment, the student can send the instructor a one-page memo within one week of receiving the graded assignment. The memo should respond to the feedback on the assignment from the instructor. The instructor will carefully review the assignment and its grade, given that the memo provides a reason to do so. After regrading, students must accept the reviewed grade, even if the grade is lower than the original assignment.

**Late Work Policy:** Late work is defined as submitting the assignments after the established deadline. Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy (Student Rule 7).

- Submitted summary papers are considered late work if they are not submitted before the end of the Wednesday class of the week that has the reading that a student chooses to summarize.
  - If the paper is submitted after the end of the Wednesday class, 10% of the grade will be deducted.
  - If the paper is submitted after the end of the Friday class, 20% of the grade will be deducted.
  - If the paper is not submitted before the end of the next Wednesday class, it will not be treated as late work and not be graded.
- Final papers submitted after 5/9, 10pm but before 5/10, 10pm will be considered as late work. 10% of the grade will be deducted. No later submission can be accepted.

**Attendance Policy:** The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments. To be considered for an excused absence the student must notify the instructor in writing (e-mail is acceptable) prior to the day of absence. In cases where advanced notification is not possible, the student must provide notification by the end of the second business day after the last date of the absence. This notification must include an explanation of why notice could not be sent.

The student is responsible for providing documentation substantiating the reason for the absence, including reasons stated in Section 7.2. This documentation must be provided within three business days of the last date of the absence unless otherwise stated in this rule. An instructor may confirm a student's absence documentation and excuse a student from attending class for the reasons stated in Section 7.2 or other reasons deemed appropriate by the student's instructor. An instructor may choose to defer confirmation of a student's absence documentation, including cases when documentation is not available. Upon deferral, the dean or dean's designee of the student's college with the support of the dean or dean's designee of the college offering the course may provide a statement (email is acceptable) that the deans or designee have verified the absence as excused.

Please refer to Student Rule 7 in its entirety for information about excused absences, including definitions, and related documentation and timelines.

**Learning Resources:** Students can make an appointment with one of the University Writing Center's trained consultants, who earn certification from the College Reading and Learning Association (<https://writingcenter.tamu.edu/>). They can help students with any kind of writing or speaking project. Types of appointments include in-person meetings, online by email, and web conferencing. For general information, please refer to <https://writingcenter.tamu.edu/Students/Writing-Speaking-Guides?viewmode=0>.

**Important Dates:**

Summary Papers .....	Wednesday or before, in class
Final Paper Meetings .....	3/11, 4/1, 4/22, in class
Final Paper .....	5/9, 10pm, via email

### Course Outline:

Most required readings are available at Google Scholar and the University Library website. Other readings (excerpts) will be provided by the instructor via Canvas. \*\*: Participation grading weeks. \*\*\*: Articles for summary papers.

#### Week 1: Conceptual Framework of Ethnicity and Conflicts I (1/19, 1/21)

- Chandra, Kanchan. 2006. "What is ethnic identity and does it matter?" *Annual Review of Political Science*. 9: 397–424.
- Further readings
  - Horowitz, Donald L. 2000. *Ethnic groups in conflict*, updated edition with a new preface. Univ of California Press. Chapter 2.
  - Brubaker, Rogers, and others. 2004. *Ethnicity without groups*. Harvard university press.
  - Hale, Henry E. 2004. "Explaining Ethnicity." *Comparative political studies* 37: 458–485.
  - Hutchings, Vincent L, and Nicholas A Valentino. 2004. "The Centrality of Race in American Politics." *Annu. Rev. Polit. Sci.* 7: 383–408.
  - Nederveen Pieterse, Jan. 1993. "Varieties of Ethnic Politics and Ethnicity Discourse." *ISS Working Paper Series/General Series* 154: 1–22.
  - Wallerstein, Immanuel. 1987. "The Construction of Peoplehood: Racism, Nationalism, Ethnicity." In *Sociological Forum*, Springer, 373–388.

#### Week 2: Conceptual Framework of Ethnicity and Conflicts II (1/24, 1/26, 1/28)

- Bates, Robert H. 1974. "Ethnic competition and modernization in contemporary Africa." *Comparative political studies* 6(4): 457–484.
- W. Connor, "A nation is a nation, is a state, is an ethnic group is a . . .," *Ethnic and racial studies*, vol. 1, Art. no. 4, 1978.
- Further readings
  - Bates, Robert H. 2019. "Modernization, ethnic competition, and the rationality of politics in contemporary Africa." In *State versus ethnic claims: African policy dilemmas*, State versus ethnic claims: African policy dilemmas, Routledge, 152–171.
  - Posner, Daniel N. 2004. "Measuring Ethnic Fractionalization in Africa." *American journal of political science* 48: 849–863.
  - Posner, Daniel N. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi." *American Political Science Review* 98: 529–545.\*\*\*
  - Marx, Anthony W. 1998. *Making Race and Nation: A Comparison of South Africa, the United States, and Brazil*. Cambridge University Press.
  - Citrin, Jack, Beth Reingold, and Donald P Green. 1990. "American Identity and the Politics of Ethnic Change." *The Journal of Politics* 52: 1124–1154.

- Waters, Mary C. 1990. *Ethnic Options: Choosing Identities in America*. Univ of California Press.
- Weber, Anke, Wesley Hiers, and Anand Flesken. 2016. *Politicized Ethnicity: A Comparative Perspective*. Springer.

### Week 3: Nationalism (1/31, 2/2, 2/4)

- Smith, Anthony D. *The Origins of Nations*.
- Anderson, Benedict. *Imagined Communities*.
- Gellner, Ernest. *Nationalism and Modernization*. (Excerpts will be provided by the instructor.)
- Further readings
  - Hobsbawm, Eric J. 1992. *Nations and Nationalism Since 1780: Programme, Myth, Reality*. Cambridge university press.
  - Mylonas, Harris, and Maya Tudor. 2021. “Nationalism: What We Know and What We Still Need to Know.” *Annual Review of Political Science* 24: 109–132.
  - Gat, Azar. 2012. *Nations: The Long History and Deep Roots of Political Ethnicity and Nationalism*. Cambridge University Press.
  - Manela, Erez. 2007. *The Wilsonian Moment: Self-Determination and the International Origins of Anticolonial Nationalism*. Oxford University Press on Demand.
  - Krebs, Ronald R. 2004. “A School for the Nation? How Military Service Does Not Build Nations, and How It Might.” *International Security* 28: 85–124.
  - Beissinger, Mark R. 2002. *Nationalist Mobilization and the Collapse of the Soviet State*. Cambridge University Press.
  - Weber, Eugen. 1976. *Peasants into Frenchmen: The Modernization of Rural France, 1870-1914*. Stanford University Press.
  - Haas, Ernst B. 1986. “What Is Nationalism and Why Should We Study It?” *International organization* 40: 707–744.

### Week 4: Causes of Ethnic Conflicts I (2/7, 2/9, 2/11)\*\*

- Posen, Barry R. 1993. “The Security Dilemma and Ethnic Conflict.” *Survival* 35: 27–47.
- Fearon, James D, and David D Laitin. 2003. “Ethnicity, Insurgency, and Civil War.” *American political science review* 97: 75–90.
- Further readings
  - Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. 2010. “Why Do Ethnic Groups Rebel? New Data and Analysis.” *World politics* 62: 87–119.\*\*\*
  - Jenne, Erin K. 2007. *Ethnic Bargaining: The Paradox of Minority Empowerment*. Cornell University Press.

### Week 5: Causes of Ethnic Conflicts II (2/14, 2/16, 2/18)\*\*

- Lane, Matthew. 2016. “The Intrastate Contagion of Ethnic Civil War.” *The Journal of Politics* 78: 396–410.\*\*\*
- Cederman, Lars-Erik, Nils B Weidmann, and Kristian Skrede Gleditsch. 2011. “Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison.” *American Political Science Review* 105: 478–495.\*\*\*

- Further readings

- Bertoli, Andrew D. 2017. “Nationalism and Conflict: Lessons from International Sports.” *International Studies Quarterly* 61: 835–849.\*\*\*
- Harkness, Kristen A. 2016. “The Ethnic Army and the State: Explaining Coup Traps and the Difficulties of Democratization in Africa.” *Journal of Conflict Resolution* 60: 587–616.\*\*\*

## Week 6: Dynamics of Ethnic Conflicts I: Violence and Mobilization (2/21, 2/23, 2/25)\*\*

- Roessler, Philip. 2011. “The Enemy Within: Personal Rule, Coups, and Civil War in Africa.” *World Politics* 63: 300–346.\*\*\*
- Tezcür, Güneş Murat. 2016. “Ordinary People, Extraordinary Risks: Participation in an Ethnic Rebellion.” *American Political Science Review* 110: 247–264.\*\*\*
- Further readings

- Nair, Gautam, and Nicholas Sambanis. 2019. “Violence Exposure and Ethnic Identification: Evidence from Kashmir.” *International Organization* 73: 329–363\*\*\*.
- Olzak, Susan. 2006. *The Global Dynamics of Racial and Ethnic Mobilization*. Stanford University Press. Chapter 3.
- Lyall, Jason. 2010. “Are Coethnics More Effective Counterinsurgents? Evidence from the Second Chechen War.” *American Political Science Review* 104: 1–20.\*\*\*
- Toft, Monica Duffy, and Yuri M Zhukov. 2015. “Islamists and Nationalists: Rebel Motivation and Counterinsurgency in Russia’s North Caucasus.” *American Political Science Review* 109: 222–238.\*\*\*
- Fearon, James D. 2006. “Ethnic Mobilization and Ethnic Violence.” *The Oxford handbook of political economy*: 852–868.
- Montalvo, José G, and Marta Reynal-Querol. 2005. “Ethnic Polarization, Potential Conflict, and Civil Wars.” *American economic review* 95: 796–816.\*\*\*
- Fearon, James D, and David D Laitin. 2000. “Violence and the Social Construction of Ethnic Identity.” *International organization* 54: 845–877.
- Brubaker, Rogers, and David D Laitin. 1998. “Ethnic and Nationalist Violence.” *Annual Review of sociology* 24: 423–452.

## Week 7: Dynamics of Ethnic Conflicts II: Voting (2/28, 3/2, 3/4)\*\*

- Houle, Christian, Chunho Park, and Paul D Kenny. 2019. “The Structure of Ethnic Inequality and Ethnic Voting.” *The Journal of Politics* 81: 187–200.\*\*\*
- Dunning, Thad, and Lauren Harrison. 2010. “Cross-Cutting Cleavages and Ethnic Voting: An Experimental Study of Cousinage in Mali.” *American Political Science Review* 104: 21–39.\*\*\*
- Further readings
- Houle, Christian. 2015. “Ethnic Inequality and the Dismantling of Democracy: A Global Analysis.” *World Politics* 67: 469–505.\*\*\*
- Nathan, Noah L. 2016. “Local Ethnic Geography, Expectations of Favoritism, and Voting in Urban Ghana.” *Comparative Political Studies* 49: 1896–1929.\*\*\*
- Wolfinger, Raymond E. 1965. “The Development and Persistence of Ethnic Voting.” *American Political Science Review* 59: 896–908.

**Week 8: Dynamics of Ethnic Conflicts III: Institutions and Distribution (3/7, 3/9, 3/11)\*\* 1st Final Paper Meeting**

- Wimmer, Andreas. 2016. "Is Diversity Detrimental? Ethnic Fractionalization, Public Goods Provision, and the Historical Legacies of Stateness." *Comparative Political Studies* 49: 1407–1445.\*\*\*
- Habyarimana, James, Macartan Humphreys, Daniel N Posner, and Jeremy M Weinstein. 2007. "Why Does Ethnic Diversity Undermine Public Goods Provision?" *American Political Science Review* 101: 709–725.\*\*\*
- Further readings
  - Alesina, Alberto, Stelios Michalopoulos, and Elias Papaioannou. 2016. "Ethnic Inequality." *Journal of Political Economy* 124: 428–488.\*\*\*
  - Posner, Daniel N. 2005. *Institutions and Ethnic Politics in Africa*. Cambridge University Press.
  - Madrid, Raúl L. 2012. *The Rise of Ethnic Politics in Latin America*. Cambridge University Press.
  - Kasara, Kimuli. 2007. "Tax Me If You Can: Ethnic Geography, Democracy, and the Taxation of Agriculture in Africa." *American political science review* 101: 159–172.\*\*\*
  - Weldon, Steven A. 2006. "The Institutional Context of Tolerance for Ethnic Minorities: A Comparative, Multilevel Analysis of Western Europe." *American journal of political science* 50: 331–349.\*\*\*
  - Miguel, Edward. 2004. "Tribe or Nation? Nation Building and Public Goods in Kenya Versus Tanzania." *World politics* 56: 327–362.\*\*\*

**Week 9: Spring break**

**Week 10: Dynamics of Ethnic Conflicts IV: Immigration and Citizenship (3/21, 3/23, 3/25)\*\***

- Hopkins, Daniel J. 2010. "Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition." *American political science review* 104: 40–60.\*\*\*
- Hainmueller, Jens, and Dominik Hangartner. 2013. "Who Gets a Swiss Passport? A Natural Experiment in Immigrant Discrimination." *American political science review* 107: 159–187.\*\*\*
- Further readings
  - Seigel, Micol. 2009. *Uneven Encounters: Making Race and Nation in Brazil and the United States*. Duke University Press.
  - Hooker, Juliet. 2005. "Indigenous Inclusion/black Exclusion: Race, Ethnicity and Multicultural Citizenship in Latin America." *Journal of Latin American Studies* 37: 285–310.
  - Fussell, Elizabeth. 2014. "Warmth of the Welcome: Attitudes Toward Immigrants and Immigration Policy in the United States." *Annual review of sociology* 40: 479–498.
  - Schaeffer, Merlin. 2016. *Ethnic Diversity and Social Cohesion: Immigration, Ethnic Fractionalization and Potentials for Civic Action*. Routledge.
  - Lee, Jennifer, and Frank D Bean. 2004. "America's Changing Color Lines: Immigration, Race/ethnicity, and Multiracial Identification." *Annu. Rev. Sociol.* 30: 221–242.
  - Bove, Vincenzo, and Tobias Böhmelt. 2016. "Does Immigration Induce Terrorism?" *The Journal of Politics* 78: 572–588.\*\*\*

**Week 11: Dynamics of Ethnic Conflicts V: Secessionism (3/28, 3/30, 4/1) 2nd Final Paper Meeting**

- Griffiths, Ryan D. 2015. "Between Dissolution and Blood: How Administrative Lines and Categories Shape Secessionist Outcomes." *International Organization* 69: 731–751.\*\*\*
- Hierro, Maria Jose, and Didac Queralt. 2020. "The Divide over Independence: Explaining Preferences for Secession in an Advanced Open Economy." *American Journal of Political Science*.\*\*\*
- Further readings
  - Walter, Barbara F. 2006. "Building reputation: Why governments fight some separatists but not others." *American Journal of Political Science* 50(2): 313–330.\*\*\*
  - Buchanan, James M, and Roger L Faith. 1987. "Secession and the Limits of Taxation: Toward a Theory of Internal Exit." *The American Economic Review* 77: 1023–1031.
  - Hechter, Michael. 1992. "The Dynamics of Secession." *Acta Sociologica* 35: 267–283.
  - Griffiths, Ryan D, and Louis M Wasser. 2019. "Does Violent Secessionism Work?" *Journal of Conflict Resolution* 63: 1310–1336.\*\*\*
  - Griffiths, Ryan D. 2016. *Age of Secession*. Cambridge University Press.
  - Coggins, Bridget. 2011. "Friends in High Places: International Politics and the Emergence of States from Secessionism." *International Organization* 65: 433–467.\*\*\*
  - Hale, Henry. 1999. "Ethnofederalism and Theories of Secession: Getting More from the Soviet Cases." In *Annual Meeting of the Association for the Study of Nationalities*, New York,.
  - Cunningham, Kathleen Gallagher. 2011. "Divide and Conquer or Divide and Concede: How Do States Respond to Internally Divided Separatists?" *American Political Science Review* 105: 275–297.\*\*\*

**|** Week 12: Resolution of Ethnic Conflict I: Partition (4/4, 4/6, 4/8) (International) Case Selection Lecture / Conference (4/8)

- Chapman, Thomas, and Philip G Roeder. 2007. "Partition as a Solution to Wars of Nationalism: The Importance of Institutions." *American Political Science Review* 101: 677–691.\*\*\*
- Sambanis, Nicholas, and Jonah Schulhofer-Wohl. 2009. "What's in a Line? Is Partition a Solution to Civil War?" *International Security* 34: 82–118.\*\*\*
- Seawright, Jason, and John Gerring. 2008. "Case selection techniques in case study research: A menu of qualitative and quantitative options." *Political research quarterly* 61(2): 294–308.
- Further readings
  - Cederman, Lars-Erik, Simon Hug, Andreas Schädel, and Julian Wucherpfennig. 2015. "Territorial Autonomy in the Shadow of Conflict: Too Little, Too Late?" *American Political Science Review* 109: 354–370.

**|** Week 13: Resolution of Ethnic Conflict II: Partition (Domestic) (4/11, 4/13, Reading Day)

- Grossman, Guy, Jan H Pierskalla, and Emma Boswell Dean. 2017. "Government Fragmentation and Public Goods Provision." *The Journal of Politics* 79: 823–840.\*\*\*
- Samii, Cyrus. 2013. "Perils or Promise of Ethnic Integration? Evidence from a Hard Case in Burundi." *American Political Science Review* 107: 558–573.\*\*\*
- Further readings
  - Tajima, Yuhki, Krislert Samphantharak, and Kai Ostwald. 2018. "Ethnic Segregation and Public Goods: Evidence from Indonesia." *American Political Science Review* 112: 637–653.\*\*\*



- Mcmurry, Nina. 2021. “From Recognition to Integration: Indigenous Autonomy, State Authority, and National Identity in the Philippines.” *American Political Science Review*: 1–17.\*\*\*
- Bazzi, Samuel, and Matthew Gudgeon. 2021. “The Political Boundaries of Ethnic Divisions.” *American Economic Journal: Applied Economics* 13: 235–66.\*\*\*

**Week 14: Resolution of Ethnic Conflicts III: International Intervention (4/18, 4/20, 4/22) 3rd Final Paper Meeting**

- Fortna, Virginia Page. 2004. “Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War.” *International studies quarterly* 48: 269–292.\*\*\*
- Duursma, Allard. 2020. “African solutions to African challenges: The role of legitimacy in mediating Civil Wars in Africa.” *International Organization* 74(2): 295–330.\*\*\*
- Further readings
  - Johns, Leslie, and Frank Wyer. 2019. “When Things Fall Apart: The Impact of Global Governance on Civil Conflicts.” *The Journal of Politics* 81: e80–e84.
  - Saideman, Stephen M. 1997. “Explaining the International Relations of Secessionist Conflicts: Vulnerability Versus Ethnic Ties.” *International Organization* 51: 721–753.
  - Gleditsch, Kristian Skrede. 2007. “Transnational dimensions of civil war.” *Journal of peace research* 44(3): 293–309.
  - Blair, Robert A. 2021. “UN Peacekeeping and the Rule of Law.” *American Political Science Review* 115(1): 51–68.\*\*\*
  - Carnegie, Allison, and Christoph Mikulaschek. 2020. “The promise of peacekeeping: protecting civilians in civil wars.” *International Organization* 74(4): 810–832.\*\*\*

**Week 15: Special Issues in Ethnic Conflicts I: Slavery, Colonialism, Indigenous Politics (4/25, 4/27, 4/29)\*\***

- Acharya, Avidit, Matthew Blackwell, and Maya Sen. 2016. “The Political Legacy of American Slavery.” *The Journal of Politics* 78: 621–641.\*\*\*
- Wucherpfennig, Julian, Philipp Hunziker, and Lars-Erik Cederman. 2016. “Who Inherits the State? Colonial Rule and Postcolonial Conflict.” *American Journal of Political Science* 60: 882–898.
- Further readings
  - Green, Elliott. 2013. “Explaining African Ethnic Diversity.” *International Political Science Review* 34: 235–253.\*\*\*
  - Nunn, Nathan, and Leonard Wantchekon. 2011. “The Slave Trade and the Origins of Mistrust in Africa.” *American Economic Review* 101: 3221–52.\*\*\*
  - Michalopoulos, Stelios, and Elias Papaioannou. 2013. “Pre-Colonial Ethnic Institutions and Contemporary African Development.” *Econometrica* 81: 113–152.\*\*\*
  - Paine, Jack. 2019. “Ethnic Violence in Africa: Destructive Legacies of Pre-Colonial States.” *International Organization* 73: 645–683.\*\*\*
  - Iyer, Lakshmi. 2010. “Direct Versus Indirect Colonial Rule in India: Long-Term Consequences.” *The Review of Economics and Statistics* 92: 693–713.\*\*\*
  - Müller-Crepon, Carl. 2020. “Continuity or Change?(In) Direct Rule in British and French Colonial Africa.” *International Organization*: 1–35.\*\*\*
  - Vogt, Manuel. 2018. “Ethnic stratification and the equilibrium of inequality: Ethnic conflict in postcolonial states.” *International organization* 72(1): 105–137.\*\*\*

**|** Week 16: Special Issues in Ethnic Conflicts II: Slavery, Colonialism, Indigenous Politics (5/2)

- Evans, Laura E. 2014. "Tribal-State Relations in the Anglosphere." *Annual Review of Political Science* 17: 273–289.
- Further readings
  - Hooker, Juliet. 2005. "Indigenous Inclusion/black Exclusion: Race, Ethnicity and Multicultural Citizenship in Latin America." *Journal of Latin American Studies* 37: 285–310.
  - Arias, Luz Marina, Desha Girod, and others. 2011. "Indigenous Origins of Colonial Institutions." *Quarterly Journal of Political Science*.
  - Beauvais, Edana. 2020. "The Political Consequences of Indigenous Resentment." *Journal of Race, Ethnicity, and Politics*: 1–28.
  - MCMURRY, NINA. 2021. "From Recognition to Integration: Indigenous Autonomy, State Authority, and National Identity in the Philippines." *American Political Science Review*: 1–17.\*\*\*
  - Falleti, Tulia G. 2021. "Invisible to Political Science: Indigenous Politics in a World in Flux." *The Journal of Politics* 83: e5–e12.

## The University Policies

### - Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to Student Rule 7 in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" (Student Rule 7, Section 7.4.1).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" (Student Rule 7, Section 7.4.2).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See Student Rule 24.)

### - Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" (Section 20.1.2.3, Student Rule 20).

You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

### - Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below) Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit [disability.tamu.edu](http://disability.tamu.edu).

### - Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see University Rule 08.01.01.M1):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University’s goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with Counseling and Psychological Services (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University’s Title IX webpage.

#### **- Statement on Mental Health and Wellness**

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student’s academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus.

Students who need someone to talk to can contact Counseling Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).