
UNIVERSITY OF TEXAS AT EL PASO
POLS 4367: Ethnic Conflict and Civil Wars (Online Course)
Spring 2020

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Class Website: Blackboard through MyUTEP portal

COURSE OVERVIEW

This course examines the causes and consequences of ethnic conflict and civil wars (such as the Israeli-Palestinian conflict, genocide in Rwanda, civil war in Syria), along with key strategies that are employed to contain/resolve such conflicts. Throughout the course, we will play various instructional games that will enable us to virtually experience some dynamics related to ethnic conflict and civil wars.

LEARNING OUTCOMES

I believe, with adequate effort and willingness, all of you are capable of doing well in this course. By the end of this course, you can expect to accomplish the following learning outcomes:

- to define, understand, and use concepts and terms relevant to the study of ethnic conflict and civil wars
- to apply and critique a body of factual knowledge and theories relevant to understanding the role of domestic and international arrangements that structure intergroup relations
- to apply and critique major theses relevant to analyzing the role of historical, social, political, economic, and global forces on the outbreak of ethnic conflict and civil wars
- to apply and critique major theories and conflict management strategies relevant to the resolution of ethnic conflict and civil wars
- to recognize and formulate testable hypotheses relevant to the study of ethnic conflict and civil wars
- to apply a body of factual and theoretical knowledge to evaluate past and current events and conditions related to ethnic conflict and civil wars
- to develop foresight for situations where outbreak of ethnic violence or civil war is likely

Targeted Edge advantages: Critical thinking, problem solving, communication, global awareness, and social responsibility.

IMPORTANT NOTE

This course includes materials on ethnic conflict and civil wars including genocide and other kinds of atrocities that some might find disturbing. Please note that all materials are used for instructional purposes only and taken from the UTEP library collection. Students who do not wish to be exposed to such materials are free to drop the course and should do so before the academic deadline for dropping courses.

LEARNING MODULES

This course is designed using a modular format—that is, each week is “packaged” as a single module so that all the materials, lecture notes, submission areas, discussion posts are in one area for a given week.

REQUIRED COURSE TEXT

Sacco, Joe. 2001. *Safe Area Goražde: The War in Eastern Bosnia 1992-95*. Fantagraphics Books. ISBN: 9781560974703

Wolff, Stefan. 2006. *Ethnic Conflict: A Global Perspective*. Oxford University Press. ISBN: 9780192805881

These books are available at the UTEP Bookstore and also available at online bookstores. If you choose to order your book via an online provider, please be mindful of the delivery time.

GRADING POLICY

Your final grade in this class will be based on the following requirements:

Course Requirement	Weight	Due Dates
Midterm Exam	25%	will be activated on Monday, April 13 @ 11:00am and due on Tuesday, April 14 @ 11:00pm (MT).
Final Exam	25%	will be activated on Thursday, May 7 @ 11:00am and due on Friday, May 8 @ 11:00pm (MT).
Critical Essay	15%	due on Friday, May 1 @ 11:00pm (MT).
Instructional Games	15% (total)	All weekly tasks (instructional games, discussion posts, and practice quizzes) are due by Sunday @ 11:00pm each week.
Discussion Posts (Class Participation)	20%	
Practice Quizzes	Bonus points	

All grades (including the final grade) are based on the following distribution of points:

Points	Letter
≥ 89.50	A
79.50-89.49	B
69.50-79.49	C
59.50-69.49	D
≤ 59.49	F

I do not change grades or give individual-specific extra-credit opportunities to be fair to everyone. If you are concerned about your grade, please contact me and/or visit me during my office hours or by appointment. This is particularly important if your grade on the first exam is

not what you expected. I will not change the grade, but I can give you feedback and suggestions on how to improve your performance in the class.

SUGGESTIONS FOR SUCCESS

Keep in mind that this online course is very labor-intensive, particularly since the course covers 16 weeks of course material in a relatively short 7-week period. Although completing a course online might seem easier than attending face-to-face classes on the surface, it actually takes a large amount of additional effort and time to (a) read and comprehend all the material (both the detailed lecture notes and assigned readings) and (b) type out and turn in the online class discussion posts, assignments, and other online class activities. While regular classes may require about 7-9 hours of weekly work, our online class will require you to invest closer to around 16-18 hours of dedicated time per week in order to succeed. On the bright side, the 7-week course will be completed in a relatively short time and will earn you the same three credit hours towards graduation.

REQUIRED READINGS

Each week, you will have assigned readings from your textbook. A chapter summary and lecture notes will be provided for each week's readings but simply reading the chapter summary and lecture notes will not be sufficient for effectively completing the course tasks. It is important that you begin each week by first carefully doing the required readings. The list of readings per week is provided on the last page of the syllabus.

Among other Edge Advantages, the required readings in this course align particularly well with the Edge Advantage "Global Awareness" that promotes a mindset in which students understand and appreciate people, cultures, and ideas from around the world that impact our community.

PRACTICE QUIZZES

After you do the assigned readings for a given week, you can take the practice quiz. The quiz can be taken up to three times. You should submit your answers to the practice quizzes by Sunday, 11:00pm (MT) each week. These practice quizzes are not only useful for preparing for the exams but also for earning bonus points toward your final grade point average. At the end of the semester, those who achieve an average score that ranges from 70 to 79 for their practice quizzes will receive 1 bonus point to be added to their final grade point average. If your average practice quiz score ranges from 80 to 89, 2 bonus points will be added to your final grade point average and if your average score is 90 and over, you will earn 3 bonus points. No bonus points will be earned for a score less than 70.

EXAMS

There are two exams for the course. Each exam constitutes 25 percent of your final grade point average. Questions are based on the readings, lectures, and online discussions. The exams will be "open book" so that you will be able to have all support materials you think are necessary to answer the exam questions. The exams will be administered via Blackboard. You will have 36 hours to complete the exam upon activation. The exams are to be taken individually—it is not allowed to discuss the exam questions with the classmates or anyone else. Please refer to the

section on “Academic Integrity” below to review the university and instructor policies on cheating, collusion, and plagiarism.

Among other Edge Advantages, the exams and practice quizzes in this course are primarily designed to trigger the Edge Advantage “Problem Solving” where students find solutions to difficult or complex issues.

Make-up exams

Make-up exams will be given *only* in the case of a *documented* emergency (see “excused absences and excuse for late work” below). Note that make-up exams may be in a different format than the original exam and may require more intensive preparation. If you miss a test and your absence is not considered excused, you will receive a zero on the test. This policy will be strictly enforced.

CRITICAL ESSAY

One of the key purposes of this course is to introduce you to the scientific study of ethnic conflict and civil war. An important part of this goal is to help you develop the analytical skills necessary to grasp the dynamics of systematically studying conflict processes and outcomes. Given this objective, you will write a critical essay, which will constitute 15 percent of your final grade. The instructions for the essay task are provided on the course website. Essays submitted late will lose 10 points (1 letter grade) per day (including weekends).

Among other Edge Advantages, this activity is particularly in line with the Edge Advantage “Critical Thinking” in which students become adept at analyzing and evaluating issues in order to solve problems and develop informed opinions.

DISCUSSION POSTS/CLASS PARTICIPATION

Each week, you will submit **(1)** a discussion post in response to a guided question (minimum of 250 words and maximum of 500 words) and **(2)** respond to at least one of your classmates’ post (minimum of 100 words and maximum of 500 words). Be sure to submit your discussion post and response to your peers for a given week by Sunday, 11:00pm (MT) of that week to receive credit for your participation. No late submissions will be accepted for discussion posts. Class participation via discussion posts will count for 20 percent of your final grade.

Among other Edge Advantages, this activity is particularly in line with the Edge Advantage “Communication” that encourages UTEP students to reach mutual understanding through the effective exchange of information, ideas, and feelings.

I expect everyone to actively participate in class and do so in a positive and appropriate way (see the “Online Etiquette and Effective Communication” section below). Keep in mind that class participation is more than just completing the scheduled assignments and taking exams—you should be willing to ask and answer questions, and contribute intellectually to class debates via online discussion posts.

Before posting a discussion, you should complete the assigned readings and go over the lecture notes. Exams will cover material from the readings, lectures, and our online discussions, so doing just one or the other will leave you at a disadvantage. Full credit for a discussion post is reserved only for those that follow the online etiquette and effective communication rules below.

INSTRUCTIONAL GAMES AND OTHER CLASS ACTIVITIES

This course contains weekly instructional games and other class activities related to the topics covered. After you complete each of these activities, you will be asked to answer several questions related to your experiences, which will constitute 15 percent (in total) of your final grade point average. You should complete these tasks by Sunday, 11:00pm (MT) each week (submission instructions provided on the course website).

COURSE/INSTRUCTOR POLICIES

E-Mail Protocol

UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt during weekdays. I will respond to weekend messages by Monday at the latest. When e-mailing me, please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

Online Etiquette and Effective Communication

It is essential that the utmost respect and professionalism be adhered in all exchanges between class members. This is a political science course and we will be discussing at times sensitive and controversial topics. Avoid any unnecessary arguments with other class members, such as political polemical arguments (e.g., negative partisan talking points targeting those of opposing ideological perspectives or particular political figures) or, even worse, personal attacks on others for having different views. No inappropriate behavior will be tolerated. Unprofessional conduct will be dealt with swiftly through the university and it is at the professor's full discretion to have a student dropped from the course for any inappropriate behavior.

Please carefully read the following rules for online etiquette and effective communication:

Online Etiquette and Effective Communication Policy

Language: Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language, all capital letters, and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

Respect: A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your professor and your fellow students with respect. Remember that members of the class and I will be reading any postings.

Be Forgiving: If someone states something that you find offensive, mention this directly to the professor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the professor.

This is Permanent: Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

Edit Your Work: The grammar, spelling, and punctuation of a message are part of the grading criteria – you should not expect your professor and peers to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

Test for Clarity: Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.

Follow the Parameters/Stick to the Point: Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents. Also keep in mind that no credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.

Read First, Write Later: Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

Excused Absences and Excuse for Late Work

I will excuse absences and late work *only* when a student participates in an official university-recognized activity, observes a recognized religious holiday of her/his faith that happens to coincide with a class session, is called to and participates in active military service for a reasonably brief period, or confronts a medical emergency. To be excused, you must notify me *in writing* prior to the date of absence. That said, in cases where advance notification is not feasible (e.g. a medical emergency), you must provide notification as soon as possible following your absence. Such notification must include an explanation of why notice could not be sent in advance. You must also provide satisfactory documentation verifying the reason for the absence. In case of an illness, a doctor's note is the proper documentation required. *For my records, you should e-mail me a scanned copy of the documentation that verifies the reason for your absence*

(if you don't have access to a scanner, you can take a photo of the documentation).
Documentation that is not provided in a timely manner will not be accepted.

Please do not ask me to excuse absences for minor illnesses or scheduling conflicts (e.g. sports practices, play rehearsals, meetings, conferences, appointments with other professors or advisors, student teaching, having your cable installed, having a bad headache, etc.). I am aware that students have other interests and obligations, but you should nevertheless make this class a priority. If you are likely to have recurring conflicts, please take another course that better fits your schedule.

See academic regulations in UTEP Undergraduate Catalogue for a list of excused absences: <http://academics.utep.edu/Default.aspx?tabid=54418>. According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline."

Academic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, collusion, and plagiarism. *Cheating* may involve copying from or providing information to another student and possessing unauthorized materials during a test. *Collusion* involves collaborating with another person to commit any academically dishonest act. One example of collusion is preparing a discussion entry for another person or having someone prepare a discussion entry for you. I encourage students to study together and work collectively; however, working together to write any part of a written assignment, research paper, and/or exam is collusion. *Plagiarism* is commonly defined as passing off the ideas, works, writing, etc., of another person as your own. Accordingly, you are committing plagiarism if you copy the work of another person and turn it in as your own work, even if you have the permission of that person. Be aware, just as the internet has made it easier to find material, it has also made it easier to trace the source of any written work. If you are unsure whether a citation is required, err on the side of caution and provide one.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Refer to <http://studentaffairs.utep.edu/Default.aspx?tabid=4386> for further information.

Copyright Statement for Course Materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that

provides for reasonable accommodation of their disabilities. If you require specific accommodations and support services, please contact the Center for Accommodations and Support Services (CASS). Please keep in mind that accommodations need to be requested at least two weeks (or a month if advance planning, such as the acquisition of books-on-tape, is required) prior to the beginning of the semester. Here is the contact information for CASS: web: <http://sa.utep.edu/cass/>; phone: (915) 747-5148; fax: (915) 747-8712; e-mail: cass@utep.edu; location: UTEP Union Building East Room 106.

SOFTWARE REQUIREMENTS

You will need the following software on your computer to efficiently work in this course (your computer may already have some of these programs installed):

- Adobe Acrobat Reader. To get this program, go to <https://acrobat.adobe.com/us/en/products/pdf-reader.html> and follow the instructions.
- Adobe Flash Player. To get this program, go to <https://get.adobe.com/flashplayer/> and follow the instructions.
- QuickTime Player. To get this program, go to <http://www.apple.com/quicktime/download/> and follow the instructions.
- Microsoft Office. If you do not have a word-processing software, go to <https://my.apps.utep.edu>. Using My.Apps interface, UTEP students can access most software offered in student computer labs (including Microsoft Office) from their personal computing devices. Students can use any laptop, tablet, or smartphone with an Internet connection and use the software from anywhere at any time. For more information, go to <http://admin.utep.edu/Default.aspx?tabid=73740> and follow the instructions.

UTEP TECHNICAL SUPPORT

The University of Texas at El Paso offers complete technical information and Help Desk support at: <http://issweb.utep.edu/techsupport/>.

ALTERNATE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up in case there is a technical issue with the course website, network, and/or your computer. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, you can always email me (cigdemsirin@utep.edu) your back-up document.

COURSE SCHEDULE AND TASKS BY WEEKS*

Week 1: March 23-March 29

- Carefully read the syllabus
- Review the posted materials in the “Welcome and Course Introduction” folder
- Do this week’s readings:
Wolff Introduction – Ethnopolitics: Conflict versus Cooperation
Wolff Chapter 1: The Human Dimension: Facts, Figures, and Stories of Ethnic Conflict
- Play Instructional Game 1: Darfur is Dying
- Watch the documentary: On Our Watch
- Submit your discussion post
- Take the practice quiz

Week 2: March 30-April 5

- Do this week’s readings:
Wolff Chapter 2: Ethnicity and Nationalism
- Play Instructional Game 2: The Republica Times
- Watch the documentary: Ghosts of Rwanda
- Submit your discussion post
- Take the practice quiz

Week 3: April 6-April 12

- Do this week’s readings:
Sacco Safe Area Gorazde (read the whole book)
Wolff Chapter 3: What Causes Ethnic Conflicts?
- Play Instructional Game 3: Parable of the Polygons
- Watch the documentary: The Death Of Yugoslavia
- Submit your discussion post
- Take the practice quiz

Week 4: April 13-April 19

Midterm Exam – will be activated on Monday, April 13 @ 11:00am and due on Tuesday, April 14 @ 11:00pm (MT).

- Do this week’s readings:
Wolff Chapter 4: Who Fights in Ethnic Conflicts and How?
- Play Instructional Game 4: End Game Syria
- Watch the documentary: Syrian Uprising
- Submit your discussion post
- Take the practice quiz

Week 5: April 20-April 26

- Do this week's readings:
Wolff Chapter 5: Managing and Settling Ethnic Conflicts
- Play Instructional Game 5: Peacemaker (play the Israeli side)
- Watch the documentary: Israel and the Arabs: Elusive Peace Part I
- Submit your discussion post
- Take the practice quiz

Week 6: April 27-May 3

Essay due Friday, May 1 @ 11:00pm (MT).

- Do this week's readings:
Wolff Chapter 6: Post-conflict Reconstruction
- Play Instructional Game 6: Peacemaker (play the Palestinian side)
- Watch the documentary: Israel and the Arabs: Elusive Peace Part II
- Submit your discussion post
- Take the practice quiz

Week 7: May 4-May10

Final Exam – will be activated on Thursday, May 7 @ 11:00am and due on Friday, May 8 @ 11:00pm (MT).

- Do this week's readings:
Wolff Chapter 7: The Future of Ethnic Conflict: Possibilities and Probabilities
- Play Instructional Game 7: Against All Odds
- Watch the documentary: As We Forgive
- Submit your discussion post
- Take the practice quiz

***The designated time zone for the submission of all course assignments and tasks is Mountain Time (MT).**