UNIVERSITY OF TEXAS AT EL PASO
POLIS 3361-001 (CRN 16641)
International Security: Ethnic Conflict
Fall 2014

TR 3:00pm-4:20pm, Undergraduate Learning Center 342

Instructor: Dr. Cigdem V. Sirin
Office Hours: TR 1:00pm-2:30pm (or by appointment)
Office Location: Benedict Hall 302
Office Phone: (915) 747-7971
E-mail: cigdemsirin@utep.edu
Class Website: Blackboard through MyUTEP portal

COURSE OVERVIEW
One of the most serious security threats to international order today is ethnic conflict. In this class, we will examine theories about the sources of ethnic conflict and the strategies that are employed to contain these conflicts. In the first part of the class, we will deliberate on the concept of ethnic identity and consider different regime types and policies that structure ethnic relations. Next, we will discuss the causes of ethnic conflict and violence in light of the theories developed to explain the ineffectiveness of certain domestic/international arrangements in suppressing ethnic tensions. We will evaluate the costs and benefits associated with different conflict management strategies for facilitating the peaceful resolution of such conflicts, followed by in-class simulations of ethnic conflict negotiations. The last section discusses the future of ethnic conflict and conflict resolution.

COURSE OBJECTIVES
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
- to apply and critique a body of factual knowledge and theories relevant to understanding the role of domestic and international arrangements that structure ethnic 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
- to apply and critique major theories and conflict management strategies relevant to resolution of ethnic conflict
- to recognize and formulate testable hypotheses relevant to the study of ethnic conflict
- to apply a body of factual and theoretical knowledge about ethnic conflict and conflict resolution to evaluate past and current events and conditions related to ethnic conflict
- to develop foresight for situations where outbreak of ethnic violence is likely

OBJECTIVES FOR PROFESSIONALISM
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.

IMPORTANT NOTE
This course includes materials on ethnic conflict concerning full-scale wars, 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. While the course navigation menu (on the left side of the Blackboard screen) will provide you with access to supplemental materials, the modules are the main source of content for the course. At the beginning of each week, I will activate the respective module for that week.

COURSE READINGS
There is no required textbook for this course. Instead, I will assign various book chapters and articles as listed in the course schedule section of this syllabus. All these items will be accessible via Blackboard in the respective learning module for each week.

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

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Dates</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>10/02</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>12/11</td>
<td>30%</td>
</tr>
<tr>
<td>Group Simulation Project</td>
<td>TBA</td>
<td>20%</td>
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<tr>
<td>Instructional Games and Other Class Activities</td>
<td>Friday, 11:59pm (MT) of each respective week</td>
<td>10% (in total)</td>
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<tr>
<td>Class Participation</td>
<td>All meetings</td>
<td>10%</td>
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All grades (including the final grade) are based on the following distribution of points:

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter</th>
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<tr>
<td>≥ 89.50</td>
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<td>79.50-89.49</td>
<td>B</td>
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<td>69.50-79.49</td>
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<td>59.50-69.49</td>
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<tr>
<td>≤ 59.49</td>
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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 come and see me during my office hours. 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.

EXAMS
There are two exams for the course: a midterm exam and a comprehensive final. Both exams are closed book/notes and in-class. Questions are based on the readings, lectures, and class discussions.

Make-up exams
Make-up exams will be given *only* in the case of a documented emergency (see “excused absences” 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.

GROUP SIMULATION PROJECT
The purpose of this course is to introduce you to major issues and theories on ethnic conflict and conflict management. An important part of this goal is to help you develop and apply the analytical skills necessary to grasp these dynamics. As such, you will actively take part in a set of negotiations to resolve an ethnic conflict of your group’s choosing in a simulated environment. Each of you will represent a negotiating party with set goals and restrictions, and will strategically react to the opposing side’s demands and bargaining tactics. As part of this task, each of you will submit a report detailing your bargaining position and strategic approach in these negotiations. We will discuss the expectations for this assignment in greater detail in class.

INSTRUCTIONAL GAMES AND OTHER CLASS ACTIVITIES
Several modules of this course include 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 10 percent (in total) of your final grade point average. You should complete these tasks by Friday, 11:59pm (MT) of each respective week. No late submissions allowed since students are provided with ample time to complete these tasks.

CLASS PARTICIPATION (ATTENDANCE AND ENGAGEMENT)
I expect everyone to attend class on the scheduled dates and times. Keep in mind that class participation is more than just attending the class meetings—you should come to class alert, be willing to ask and answer questions, and contribute intellectually to class discussions. To do so, you should complete the assigned readings before each class meeting. Exams will cover material from the readings and the lectures, so doing just one or the other will leave you at a disadvantage. If I consistently detect a pattern of only a few students reading, there will be graded pop-quizzes.

You will be asked to sign an attendance sheet at each class meeting and it is your responsibility to make sure to sign-in. In addition to circulating a hard copy of the attendance sheet, I will also take attendance electronically at each class meeting using a technology called the “Top Hat” - a
tool that is used for tracking participation and attendance, conducting polls, as well as facilitating discussions and interaction in the classroom. On the first day of class, I will show you how to register for and use this tool. You can access the Quick Start Guide for this tool on Blackboard. It is your responsibility to make sure to register for the service in a timely manner and to use this tool as instructed (forgetting to subscribe for this tool, missing the attendance by arriving late, etc. are not acceptable excuses).

In-class attendance and participation will count for 10% of the final grade such that one must attend and participate in class to earn an A. Only those students who attend class regularly and actively participate in class discussions will receive full credit (100) for their class participation grade. After two absences, I will begin to deduct 10 points from your participation grade for each absence thereafter. If you arrive late and request to sign-in at the end of the class meeting, I will deduct 5 points from your participation grade for each incident of tardiness after two late arrivals. The same policy will apply to incidents of leaving class early (Note that if you leave the class early, teaching assistants will record the time of your departure). The class participation portion of the grade is non-negotiable and left solely to the discretion of the instructor.

**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](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.”
CLASSROOM AND E-MAIL PROTOCOL
Chatting, e-mailing, internet browsing, or any activity not related to official class activity is prohibited.

UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24 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.

ACADEMIC DISHONESTY AND MISCONDUCT
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 signing in for another person (or having someone sign for you) on the class attendance sheet. 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. 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 plagiarism. If you are unsure whether a citation is required, err on the side of caution and provide one. A document detailing different forms of plagiarism is provided on Blackboard. Here is an informative webcast on plagiarism: http://www.plagiarism.org/resources/webcasts

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. All written work submitted for this course will be checked by the instructor for originality via Turnitin—an online originality checking service made available by UTEP (http://www.turnitin.com/en_us/features/originalitycheck).

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 retained or 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.

**UTEP TECHNICAL SUPPORT**
The University of Texas at El Paso offers complete technical information and Help Desk support at: http://issweb.utep.edu/techsupport/. 
CLASS SCHEDULE AND ASSIGNMENTS*

Section I: Perspectives on Ethnic Conflict

Module 1: Course Overview and Introduction

08/26 Tuesday – General Course Overview
   • Take the Syllabus Quiz (due by Friday, 08/29, 11:59pm)

08/28 Thursday – No class (Annual Meeting of the American Political Science Association)

Readings:

Module 2: Introduction to Politics and Conflict in Ethnically Diverse Societies

09/02 Tuesday – Introduction to Ethnic Identity and Nationalism

Readings:
   • Instructional Game Activity: The Republia Times (due by Friday, 09/05, 11:59pm)

09/04 Thursday – Theories of Ethnic Conflict

Readings:

Module 3: Regimes/Policies in Structuring and Management of Inter-Ethnic Relations

09/09 Tuesday – Democratic versus Authoritarian Regimes

Readings:

- Instructional Game Activity: Civil Resistance (due by Friday, 09/12, 11:59pm)

09/11 Thursday – In-class meeting about the group simulation project

Module 4: Domestic and International Causes of Ethnic Conflict

09/16 Tuesday – Structural, Economic, Social, and Political Factors

Reading:

09/18 Thursday - International Causes: Diffusion and Escalation

Readings:

Module 5: Ethnic Cleansing and Genocide

09/23 Tuesday – Ethnic Cleansing and Genocide

Readings:

09/25 Thursday – Documentary and Discussion Session

Module 6: Midterm Exam

09/30 Tuesday: Review for the Midterm Exam

10/02 Thursday – Midterm Exam
Section II: Conflict Management and the Aftermath of Ethnic Conflict

Module 7: Interventions in Ethnic Conflicts

10/07  Tuesday – Intervene or Not to Intervene

Reading:

- Instructional Game Activity: Peacemaker (due by Friday, 10/10, 11:59pm)

10/09  Thursday – The Role and Effectiveness of Third-Party Interventions in Ethnic Conflicts

Reading:

Module 8: Refugee Problems, Peace Negotiations, and Challenges to Peace Building

10/14  Tuesday – Limited Responses to Refugee Crises

Readings:


- Instructional Game Activity: Darfur is Dying (due by Friday, 10/17, 11:59pm)

10/16  Thursday – Implementation of Peace Agreements and Challenges to Peace-Building

Readings:


- In-class meeting about the group simulation project
Module 9: Aftermath of Conflict: Self-Determination, Partition, and Power Sharing

10/21 Tuesday – Partition and Secession

Readings:

10/23 Thursday – Power Sharing

Reading:

Module 10: Analyzing an Ethnic Conflict I

10/28 Tuesday – Learning about the Israeli-Palestinian Conflict

Reading:

- Prepare one “talking point” in the form of a short paragraph outlining a question or an argument based on the documentary on the Israeli-Palestinian conflict and this week’s reading. These talking points will help shape the discussion for the next class meeting. Talking points in excess of 160 words and/or that arrive late will not be accepted. The assignment is due by Thursday, 10/30, 12:00pm. Submit it electronically on Blackboard (using the assignment submission tab).

- Instructional Game Activity: Arab-Israeli Conflict (due by Friday, 10/10, 11:59pm)

10/30 Thursday – Discussion Session

Module 11: Analyzing an Ethnic Conflict II

11/04 Tuesday – Learning about the Cyprus Conflict

Reading:

- Prepare one “talking point” in the form of a short paragraph outlining a question or an argument based on the documentary on the Cyprus conflict and this week’s reading. These talking points will help shape the discussion for the next class meeting.
Talking points in excess of 160 words and/or that arrive late will not be accepted. The assignment is due by Thursday, 10/30, 12:00pm. Submit it electronically on Blackboard (using the assignment submission tab).

11/06  Thursday – Discussion Session

Section III: Group Simulation Project

11/11  In-class meeting about the group simulation project

11/13  Simulations 1-2

11/18  Simulations 3-4

11/20  Simulations 5-6

11/25  Simulations 7-8

11/27  Thursday - No class (Thanksgiving Holiday)

Section IV: Discussion and Conclusion

Module 12: The Future of Ethnic Conflict

12/02  Tuesday – Where Do We Go From Here?

Readings:

12/04  Thursday – Review for Final Exam

FINAL EXAM: December 11, 2014 @ 4:00-6:45pm

*Note: This is a provisional schedule of our course. With advanced notice, I may introduce specific changes based on progress in class. The designated time zone for deadlines is Mountain Time (MT).*