Instructor: Dr. Cigdem V. Sirin
Virtual Office Hours: Mondays 1:30pm-2:45pm (click here) or by appointment.
E-mail: cigdemsirin@utep.edu
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. The "CEL" designation for this course stands for "Community Engagement & Leadership" and is part of a new certificate program in the College of Liberal Arts. The purpose of this CEL course is to strengthen students' understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Please also note that course assignments and assessments are developed in line with UTEP's "Edge Advantages" goals.

Given the restrictions and limitations to in-person social interactions amid the ongoing circumstances surrounding the COVID-19 pandemic, community engagement and leadership activities for this course will be employed virtually and remotely rather than face-to-face interactions (the safety and health of students is first and foremost!). Please also read the section further below entitled "COVID-19 Precautions and Accommodations" for more general advice and guidance to follow during the pandemic.

LEARNING OUTCOMES

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:

- define, understand, and use concepts/terms relevant to the study of ethnic conflict and civil wars
- apply and critique a body of factual knowledge and theories relevant to understanding the role of domestic and international arrangements that structure intergroup relations
- 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
- apply and critique major theories and conflict management strategies relevant to the resolution of ethnic conflict and civil wars
- identify and formulate testable hypotheses relevant to the study of ethnic conflict and civil wars
- apply a body of factual and theoretical knowledge to evaluate past and current events and conditions related to ethnic conflict and civil wars

- develop foresight for situations where outbreak of ethnic violence or civil war is likely
- develop ideas, foster empathy, and practice leadership skills via community engagement regarding issues, actions, and humanitarian concerns related to ethnic conflict and civil wars

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

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.

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	15%	will be activated on Thursday, March 11 @ 11:00am and due on Friday, March 12 @ 11:00pm (MT).
Final Exam	15%	will be activated on Wednesday, May 5 @ 11:00am and due on Thursday, May 6 @ 11:00pm (MT).
Critical Essay	15%	due on Friday, April 30 @ 11:00pm (MT).
CEL Project	20%	Mid-semester report due on Sunday, March 14 @11pm Reflection essay due on Sunday, May 9 @11pm
Instructional Games	15% (total)	All modular tasks (instructional games, discussion posts, and practice quizzes) are due by Sunday @ 11:00pm at the end of each module.
Discussion Posts	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.

COURSE FORMAT AND LEARNING MODULES

This course is fully online and designed using a modular format—that is, each level is "packaged" as a single module so that all the materials, lecture notes, submission areas, discussion posts, and other tasks for that level are in one area before we move to the next level throughout the semester.

SUGGESTIONS FOR SUCCESS

Although completing a course online might seem easier than attending face-to-face classes on the surface, it actually takes a large amount of 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. The key to success is to log into our Blackboard course page on a regular basis. As mentioned above, the course is designed in a modular format so each module provides new lecture materials, instructional simulations and games, practice quizzes, discussion posts (posted not only by me but also your peers on a rolling basis), and many other supplementary materials (such as videos, documentaries, and relevant web sources). The course page also includes important announcements and instructions to guide you throughout the semester.

Signing into our Blackboard course site only once in a while will not be sufficient for you to effectively review the posted material and fulfill all the course requirements. In other words, trying to do everything in a single day each week is simply not feasible to fully understand the course material, effectively engage in the course activities, and produce high-quality work. In short, I urge you to access the course on a regular basis and I am sure you will feel much more in synch with the course flow that way.

REQUIRED READINGS

In each module, you will have assigned readings from your textbook. A chapter summary and lecture notes will be provided for each module'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 module by first carefully doing the required readings. The list of readings per module is provided on the last section 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 module, 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 15 percent of your final grade point average. Questions are primarily 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 in the case of a documented emergency or an excused reason (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.

CRITICAL ESSAY

One of the key purposes of this course is to introduce you to the scientific study of ethnic conflict and civil wars. 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 (without an excuse) 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.

COMMUNITY ENGAGEMENT & LEADERSHIP (CEL) PROJECT

As previously stated, this is a Community Engagement & Leadership (CEL) designated course. The CEL project will constitute 20 percent of your final grade. The project should involve community engagement activities—a minimum of 20 hours of service in total—related to ethnic conflict and civil wars. For instance, feel free to check out the following resource for ideas to jump start your CEL project: University Engagement Toolkit: How Campuses Are Helping Refugees. When you log into our Blackboard course page, you will see a section folder with the full instructions and forms to help you get started on and complete your CEL Project. For this project, you will need to fill out and submit (a) the student contract form and (b) the UTEP release form (send both to me BEFORE starting any activity). Make sure to read through the UTEP Volunteer Tip Sheet. Remember to fill out the student time sheet (also provided on Blackboard) to keep track of the hours you put into your project. As part of this project, you will submit a mid-semester report and an end-of semester reflection essay (details and submission guidelines provided in the CEL folder on Blackboard). *An alternative research project option is available for students who are unable to participate in community engagement activities due to extenuating circumstances.

As mentioned earlier, given the restrictions and limitations to in-person social interactions amid the ongoing circumstances surrounding the COVID-19 pandemic, community engagement and leadership activities for this course will be employed virtually and remotely rather than face-to-face interactions (the safety and health of students is first and foremost!). Please also read the section further below entitled "COVID-19 Precautions and Accommodations" for more general advice and guidance to follow during the pandemic.

Among other Edge Advantages, this activity is particularly in line with the Edge Advantages of (1) "Entrepreneurship" that motivates students to develop, organize, and manage ideas and opportunities turning them into new products, services, firms, or industries; (2) "Social Responsibility" that encourages one to act ethically and responsibly for the benefit of society and the public good; and (3) "Leadership," which propels students to step up, think, and act critically and creatively to bring others together to accomplish a common task, in addition to "Global Awareness" discussed earlier.

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. 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.

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.

INSTRUCTIONAL GAMES

Each module in this course contains instructional games related to the topics covered. After you complete each of these gamification 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) at the end of each module (submission instructions provided on the course website).

VIRTUAL OFFICE HOURS

My virtual office hours are on **Mondays 1:30pm-2:45pm** via Blackboard Collaborate. It runs in your browser, so no extra software is needed. It is also accessible via your mobile device. If you want to be heard and/or seen, you will need a microphone and/or webcam. However, you can also just "chat" with me. Here is a short video that shows the tool from student perspective. For more help with this tool, go to "Collaborate Ultra Help for Participants." Keep in mind that anyone in the main room of the virtual office hours session can hear/see you if you use a microphone/webcam and can read your chat postings unless you use the "private chat" option. If you need to talk to me privately (which you will need to do if you want to discuss issues such as your grades), make sure to use the private chat option or request to be in a "break-out room" where others in the main room cannot listen in our conversation. Please note that by joining a given Blackboard Collaborate session, you are giving consent to accessing your webcam and microphone, and any recordings of such session. Also note that any recordings of our discussions during office hours sessions that contain FERPA-protected information will not be publicly shared. Please see the "Course Recordings" section for more information.

To attend my virtual office hours, click on the link and then simply "Join" the session. Remember that the link will be active only during those hours. Feel free to email me (cigdemsirin@utep.edu) if you need to make an appointment for a virtual meeting outside of these hours.

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

In an online environment, it is essential that utmost respect and professionalism be adhered in all exchanges between class members. This is a political science course and we will be at times discussing sensitive and controversial topics. In our virtual discussions, 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:

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 me as your professor. Remember that the person contributing to the discussion may be 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.

Think First, Post Later: Think carefully about the content of your message before composing and posting it. 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. You need to stick to the point. 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.

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.*

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."

Incomplete Grade Policy
Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

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. *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. 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. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

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.

Course Recordings
Our online course is asynchronous so that students can work at their own pace and do not have concerns about access to the course at a specific time. That said, any recordings in this course is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. Any course-related recording will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. As your instructor, I will not share the recordings of class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. Any recordings that contain FERPA-protected information (such as recorded discussions during office hours sessions) will not be publicly shared. You are not allowed to share any recordings outside of this course. Doing so may result in disciplinary action.

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, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

ALTERNATE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. 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, please contact the UTEP Help Desk. You can email me (cigdemsirin@utep.edu) your back-up document as a last resort.

RESOURCES FOR ASSISTANCE

UTEP provides a variety of student services and support:

Technology Resources
- UTEP Help Desk: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Academic Resources
- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources
- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

COVID-19 PRECAUTIONS AND ACCOMODATIONS

Even though our course is 100% online, students may still go to campus to visit the library or other services. Therefore, please read the information below about COVID-19 precautions and accommodations very carefully.

Here is an informative video on COVID-19 and a student training video prepared by UTEP. Check out UTEP's COVID-19 website for updates and announcements.

COVID-19 Precautions
You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone go to campus when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let the University know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in classrooms. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

COVID-19 Accommodations
Students are not permitted on campus when they have a positive COVID-19 test, exposure, or symptoms. If you are not permitted on campus but have face-to-face classes, you should contact your professors as soon as possible so necessary and appropriate accommodations can be arranged.

Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities.

COURSE SCHEDULE AND TASKS BY MODULES*

Module 1: January 19-January 24

- Carefully read the syllabus and do the syllabus quiz
- Introduce yourself to the class
- Review all the posted materials in the "Welcome and Course Introduction" module

Module 2: January 25-February 7

- Do this module'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: The Republia Times
- Watch the documentary: On Our Watch
- Submit your discussion post
- Take the practice quiz

Module 3: February 8-February 21

- Do this module's readings:
  - Wolff Chapter 2: Ethnicity and Nationalism
- Play Instructional Game 2: Darfur is Dying
- Watch the documentary: Ghosts of Rwanda
- Submit your discussion post
- Take the practice quiz

Module 4: February 22-March 7

- Do this module'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

Module 5: March 8-March 14

- Midterm Exam – will be activated on Thursday, March 11 @ 11:00am and due on Friday, March 12 @ 11:00pm (MT).
- Mid-semester CEL project report is due on Sunday, March 14 @11pm (MT).

Spring Break: March 15-March 21

Module 6: March 22-April 4

- Do this module's readings:
    o 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

Module 7: April 5-April 18

- Do this module's readings:
    o 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

Module 8: April 19-May 2

- Do this module's readings:
    o 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

Module 9: May 3-May 9

- Do this module's readings:
    o 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

IMPORTANT END-OF-SEMESTER DEADLINES:

- Essay due Friday, April 30 @ 11:00pm (MT).
- Final Exam – will be activated on Wednesday, May 5 @ 11:00am and due on Thursday, May 6 @ 11:00pm (MT).
- End-of-semester CEL project report is due on Sunday, May 9 @11pm (MT)**.**