

GOVT696-005: Ethnic Politics and Conflict

Spring 2021

Wednesday 8:20-10:50 p.m.

The comfort of your home

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Office hours: Thursdays 2:30-4:00 or by appointment

Ethnic identity, diversity, and divisions have been the source of a number of problems in many countries around the world. Ethnic divisions can cause prejudice and discrimination, economic under-development, weak accountability, and civil war. The goal of this class is to try to understand the causes and effects of ethnic divisions and what, if anything, can be done about them.

The course will proceed in three parts. **Part I** takes ethnic divisions as the dependent variable and investigates questions such as: What is ethnic identity? How is ethnic identity different from other identities? And what makes ethnic identity salient in some contexts and countries but not others? In answering these questions, we will consider the major psychological, economic, political, and social explanations for how and why ethnic identity—among multiple possible identities—causes social divisions. **Part II** takes ethnic divisions as the independent variable and examines their impact on economic development and public goods provision as well as on civil conflict. In **Part III** we will investigate possible policy interventions for mitigating ethnic divisions, including intergroup contact, institutional design and activating alternate identities. In considering different policy interventions, we will also pay close attention to evaluating the evidence for what works and why, which is essential to evidence-based policymaking.

This course is open to both M.A. and Ph.D. students. There are no prerequisites for the course but prior coursework in statistics, causal inference, or quantitative research methods will be helpful.

LEARNING OBJECTIVES

The main goals of this course are to:

1. Deepen your understanding of the current state of knowledge on the causes and consequences of ethnic politics and conflict.
2. Strengthen your abilities to be *critical consumers* of academic research on ethnic politics, to use research to inform your understanding of current events, and to translate the findings of academic research for policy audiences.
3. Develop your abilities to evaluate and design appropriate evidence-based interventions and policies for mitigating ethnic divisions.
4. For Ph.D. students, there is the additional goal of preparing you to conduct academic research on the subject, including developing your abilities to identify research questions, develop hypotheses, and come up with an empirical strategy for answering your research question that is both feasible and compelling.

CLASS IN THE TIME OF CORONA

This class will meet synchronously on Zoom during our normally scheduled time. You are expected to attend every week and come prepared to participate. As an M.A./Ph.D. course, our sessions will be heavily discussion-based. *If you are in a different time zone or have any sort of a scheduling conflict, please let me know as soon*

as possible so we can work out some other way for you to take part. I will be recording and posting our classes on Canvas and we will also make asynchronous use of Canvas discussion boards, but the more you can participate, the more you will get out of the class.

TECHNOLOGY PLATFORMS

Canvas

AU is in the process of transitioning from Blackboard to Canvas and I think Canvas is far superior so that is what we will be using. To logon to Canvas, go to canvas.american.edu and logon with your AU credentials.

Among the things you will be able to find on Canvas as the semester progresses are:

- The syllabus
- The link to Zoom classes and office hours
- A link to Office hours sign-up.
- A weekly module including an overview of the readings, the pdfs of the assigned articles, and relevant links.
- The weekly discussion board (see below on participation)
- Detailed descriptions of the assignments.
- These will be posted as they become available.

Every week by the end of the day *on Friday* I will post to Canvas the module for the coming week. Each module will include an overview of the coming week, including an introduction to the readings and questions you should keep in mind as you read. You should start each week by reading the Overview carefully. The module will also contain everything else you'll need for the week, including supplementary readings, slides, links to recorded lectures, and discussion boards.

Zoom

We will be using Zoom for our live online sessions and for office hours. I will create a Zoom link for our recurring class and for office hours.

Zoom recordings will be stored in the cloud and they will remain there until I have reached my maximum storage capacity (which I believe is .5 or 1 GBs). If you are concerned you should be sure to save recorded sessions to your personal hard drive.

I have set the Zoom settings such that your audio and video will be off when you enter the classroom. I encourage everyone to turn their video *on* once they've joined the class, if possible. This will make the class feel more interactive and engaging for all. Of course, if your situation is not optimal for video, you should not feel pressured to have it on.

COURSE MATERIALS

You will be expected to read 4-5 articles each week and come prepared to discuss. The Schedule of Readings below lists both required readings as well as recommended readings. You must do the required readings in advance of our weekly class. The recommended readings are optional but will often be touched on during class and can help to deepen our discussions. Several readings on this list are quite challenging and might expose you to approaches that you have not previously encountered in-depth. We will spend a fair amount of time discussing the strengths and weaknesses of both the arguments and evidence presented in these readings.

Most of the readings are articles that can be found online and are available for free through the AU library. Book chapters that are required reading will be posted online on Canvas. My goal is to photocopy and upload to Canvas all assigned book chapters so that you do not have to purchase any books for this course. Unfortunately, I have limited access to my library due and might not be able to upload all required readings; in those cases, I will make some changes to the syllabus.

I reserve the right to adjust the syllabus (on the margins) throughout the semester if I think that will lead to a better learning experience.

COURSE REQUIREMENTS

Participation (20%)

Participation is an important part of this course. You are expected to do all readings in advance and come prepared to discuss. Given the unique circumstances of the semester, I am offering two main ways to earn your participation grade.

- ***Participation in live online classes (synchronous students only)***: Your participation grade will mainly be based on your active engagement in our live online classes. You will earn an A if you make several constructive contributions per class, a B if you make a moderate number of constructive contributions, a C if you contribute never or rarely.
- ***Discussion board responses (primarily asynchronous students)***: I am mindful of the fact that some of you will be participating asynchronously. I am therefore offering a second option for weekly participation. Every week I will post two discussion questions to a Canvas discussion board for the week. You should plan on submitting responses by noon on Wednesday. I will try to incorporate your thoughts and questions into the live Wednesday discussion. For asynchronous students, this mode will be the basis of your participation grade. While this option is primarily for asynchronous students, I am open to making this available to synchronous students who (for whatever reason) are reluctant to speak in class. If this is you, please email me or sign up for office hours and we can discuss the suitability of this participation mode for you.

In addition to the above, I will create a general ***online discussion board*** where you can post thoughts and questions for each other to deepen your peer-to-peer interaction. This is meant to be a space for you to ask each other questions, share links to articles or other online content that you found relevant and interesting, share your thoughts and opinions, etc. I will ***not*** be grading participation on these boards, but rather I hope they help to assist your learning in the course. Please try to keep things organized for the sake of usability and usefulness—if you care going to start a new thread please check to make sure that you are not duplicating the efforts of one of your classmates.

Monkey Cage Posts (2 x 15%)

One of the goals of this course is to help you develop your abilities to use rigorous social science research to inform current policy debates. To that end, each student will write two Monkey Cage-style posts during the semester (if you are unfamiliar with the Monkey Cage as published by the Washington Post, go [here](#) or see Appendix A of this syllabus). The stated purpose of the Monkey Cage is to help “the political conversation to reflect timely, accessible, and sound research from a publicly oriented political science discipline, and to be less dominated by evidence-free arguments.” In other words, it aims to use rigorous research to illuminate current events. In the spirit of the Monkey Cage, you will select a current event related to the subject matter of this class and pick at least one academic article from the syllabus (or your own independent investigation) to write an

explainer in which you use that article to provide an informed analysis of the event. I will provide more detailed instructions but broadly speaking, your piece will contain the following elements:

- Begin with a 1-2 paragraph introduction that explains a current news story and states the primary point of your argument or explanation.
- Select one academic article (or a small number of articles) and summarize it for a general audience, discussing its methods, findings, and implications for your argument.
- Discuss the limitations of the research you are summarizing.
- Write for a general, not an academic, audience.

Each post should be about 1000 words (1500 words max) and these will be submitted on Canvas and made available to the whole class. You can submit your posts at any point during the semester as long as your first post is submitted no later than **Friday, March 3** and your second post no later than **Friday, April 16**. Please note that these are the same deadlines as the drafts of your policy and design memos (discussed below) so you should plan your time

Policy memo – MA students only (50%)

For M.A. students, the main assignment for this course is a full-length policy memo (20 pages single-spaced) that will be submitted at the end of the semester. You will select a country in which divisions among ethnic groups are a source of ongoing economic, political, or social problems. Your policy memo will provide an analysis of how ethnic divisions contribute to those problems and, centrally, a recommendation for a policy or intervention designed to mitigate those social divisions. You will write this memo as if you have been hired by a relevant government agency, donor, or aid organization seeking advice on which intervention to implement and why. More details on the policy memo requirements will be provided but your memo should contain the following elements:

- A strong introduction that summarizes the conclusions and recommendations of the memo.
- A background section that summarizes the nature of the conflict and analyzes its causes.
- A clear and detailed description of a policy or intervention that you recommend for addressing this problem. Why is this an appropriate and important intervention worth trying? This section should include a detailed and compelling discussion of the evidence base for your proposed intervention. What do we know about how well your proposed intervention has worked in other countries and contexts? What do we *not* know about the efficacy of your proposed intervention? Why should we still try this information if there is a lack of convincing evidence for its efficacy to date?
- A proposal for evaluating the effectiveness of your proposed intervention.
- A conclusion section in which you anticipate criticisms of your proposal, address them, and summarize why the benefits of trying your proposed intervention outweigh the costs.

You should plan on working on your memo throughout the semester to ensure that your final product is of the highest possible quality. The following are the relevant deadlines:

- **Wednesday, February 17:** Select your country/conflict and come to class prepared to discuss (briefly) your choice.
- **Friday, March 5:** A 3-5 page document due focused on the background of the conflict, your analysis of the causes, and initial thoughts on your intervention recommendation. We will discuss these memos during Wellness Week.
- **Friday, April 16:** Submit a polished draft of your complete policy memo with all components.
- **Wednesday, April 21:** A 10-minute presentation (with slides) in which you pitch your policy intervention to an audience of your classmates and field questions.
- **Friday, April 30:** Final policy memo deadline.

Research design – PhD students (50%)

For Ph.D. students (and interested MA students, pending my approval), the main assignment for this course is a research design proposal that will be submitted at the end of the semester. This research design will resemble the kind of document that you will one day need to submit for a dissertation proposal defense or a funding proposal. The goal is to give you a chance to put what you have learned this semester, both substantively and empirically, towards developing a convincing research design. Since you are not being asked to implement the empirical analysis, the focus is more on demonstrating how you approach original research.

Your proposal should aim to address the following kinds of questions:

1. What is your research question? Why is this question interesting and important to answer given both the world and our existing knowledge on this subject? In what way will your research contribute to advancing knowledge and understanding on a particular topic?
2. What are your main hypotheses and how did you arrive at them?
3. What is your empirical strategy for testing your hypotheses and what are the strengths and weaknesses of that strategy? How do you propose to mitigate those weaknesses?
4. What are your main variables of interest, how do you propose to measure those variables, and what data would you (ideally) use to do so?

You should plan on working on your memo throughout the semester to ensure that your final product is of the highest possible quality. The following are the relevant deadlines:

- **Wednesday, February 17:** Initial discussion of your research topic.
- **Friday, March 5:** First draft of your research design, which can be heavily focused on (1) and (2) above. We will then discuss these in class during our Wellness Week session.
- **Friday, April 16:** Submit a polished draft of your complete research design.
- **Wednesday, April 21:** A 10-minute presentation (with slides) in which you present your design in class for feedback.
- **Friday, April 30:** Final research design deadline.

GRADING POLICIES

Grading scale:

94-100	A	87-89	B+	77-79	C+	60-69	D
		84-86	B	74-76	C	<60	F
90-93	A-	80-83	B-	70-73	C-		

Re-grading policy: I encourage graduate students not to obsess over grades. Your actual learning and how you put that to use will be much more important in the long-run than percentage points and your GPA. With that said, you have one week after your graded work is returned to request a re-grade. You should submit a written statement to me via email explaining why you think your work deserves to be re-graded. Remember that after re-evaluating your work, your grade may remain unchanged or could be adjusted higher *or* lower.

OFFICE HOURS

Office hours this semester will be on Thursdays from 2:30-4:00. I request that if you want to come to office hours you sign up for a time slot by the start of office hours so that I know to stay near my computer. Each week I will post available time blocks in a Google Sheet that will be linked in Canvas. You can sign up for up to three 15-minute slots/week depending on what you would like to discuss. If you are unable to meet during the available times that week, email me to arrange an alternative.

UNIVERSITY POLICIES

Sharing of Course Content

Since this course will be taught online it will contain include visual or audio recordings, including live streaming. These recordings are limited to personal use and may not be distributed, sold, or posted on social media outlets without my written permission. Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials or using information for purposes other than your own learning may be deemed a violation of American University's Student Conduct Code and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct). Students are not permitted to share these materials with students who are not registered for the class.

Academic Integrity Code

All students are required to follow the University's Academic Integrity Code. If you have not already done so, please familiarize yourself with the standards and requirements of the University's Academic Code of Conduct. Violations of the Code of Conduct will not be tolerated and will be reported appropriately. You can find more information about the University's Academic Integrity Code here:

<http://www.american.edu/academics/integrity/code.cfm>

In addition to following the Academic Integrity Code, I want to make it crystal clear that graded assignments must be done individually. You cannot collaborate with fellow students on any paper or exam. Since the two exams will be done remotely, you are free to use your notes and any other sources you can find but you cannot collaborate with a fellow student in any way and you cannot plagiarize.

Other Policies

All University-wide policies apply to this course. For more detailed information on the university's policies on discrimination, emergency preparedness, and academic support and access for those with disabilities, see Appendix B below.

SCHEDULE OVERVIEW

- *Wednesday, Jan 20:* *No class – inauguration day*
- **Session 1 [Jan 27]:** What is ethnic identity?
- **Session 2 [Feb 03]:** Psychological foundations
- **Session 3 [Feb 10]:** Instrumental explanations
- **Session 4 [Feb 17]:** Social explanations – *Discuss country choices for policy memos.*
- **Session 5 [Feb 24]:** The role of cleavage structure
- **Session 6 [Mar 03]:** Consequences: Economic development
- *Friday, March 05* *Deadline for first Monkey Cage post and draft policy/design memo*
- **Session 7 [Mar 10]:** Wellness Week
- **Session 8 [Mar 17]:** Consequences: Civil War
- **Session 9 [Mar 24]:** Evidence-based policymaking: The case of intergroup contact
- **Session 10 [Mar 31]:** Social networks, social norms, and information
- **Session 11 [Apr 07]:** Institutional design
- **Session 12 [Apr 14]:** Other identities
- *Friday, April 16* *Deadline for second Monkey Cage post and revised policy/design memo*
- **Session 13 [Apr 21]:** Group presentations
- **Session XX [Apr 28]:** Possible back-up session
- *Friday, May 03:* *Final policy memo/design due*

SCHEDULE OF READINGS

PART I: THE CAUSES OF ETHNIC DIVISIONS

Session 1 [Jan 27]: What is ethnic identity and how is it different from other identities?

- [NPR: Navigating the Lines between Ethnicity and Identity](#)
- ["You Don't Have to Look Black to be Black: The Complex Racial Identity of a Tiny Ohio Town" \(Guardian.com\)](#)
- Chandra, Kanchan. 2012. *Constructivist Theories of Ethnic Politics*. Oxford University Press: Chapters 1-2 and 4.

Recommended

- Hale, Henry. 2004. Explaining ethnicity. *Comparative Political Studies*, 37(4):458–485.
- James D Fearon. 1999. "What Is Identity (As We Now Use the Word)?" Department of Political Science (Stanford University), pp. 1-43.

Session 2 [Feb 03]: Social identity and psychological explanations

- Brown, Rupert. 2000. "Social identity theory: past achievements, current problems, and future challenges" *European Journal of Social Psychology* 30(6): 745-778.
- Donald Horowitz. *Ethnic Groups in Conflict*. Berkeley, CA: University of California Press, second edition, 2000: Chapters 1, and 4 (pp. 3-54 and 141-228).
- Jardina, Ashley. 2019. *White Identity Politics*. Cambridge University Press, p. 1-49.
- Mutz, Diana. 2018, "Status Threat, Not Economic Hardship, Explains the 2016 Presidential Vote" *Proceedings of the National Academy of Sciences* 115(19): 4330-4339.

Recommended

- Kurzban, Robert, John Tooby, and Leda Cosmides. 2001. "Can Race be Erased? Coalitional Computation and Social Categorization" *Proceedings of the National Academy of Sciences* 98(26): 15387-15392.
- Kristen Monroe, James Hankin, and Renee Van Vechten. The Psychological Foundations of Identity Politics. *Annual Review of Political Science*, 3:419–47, 2000.
- Henri Tajfel and John C. Turner. 2004. *The Social Identity Theory of Intergroup Behavior*. In *Political Psychology*, pages 276–293.

Session 3 [Feb 10]: Political competition and instrumental explanations

- ['Ethnic outbidding': the academic theory that helps explain Trump's anti-Muslim rhetoric \(Vox.com\)](#)
- Daniel N. Posner. The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi. *American Political Science Review*, 98(4):529–545, 2004.

- Posner, Daniel. 2005. *Institutions and Ethnic Politics in Africa*. New York: Cambridge University Press, chapters 1 and 4.
- Chandra, Kanchan. *Why Ethnic Parties Succeed: Patronage and Ethnic Head Counts in India*. Cambridge University Press, New York, NY, 2007: Chapters 1 and 3 (or 4?)
- Avidit Acharya, Matthew Blackwell, and Maya Sen. The Political Legacy of American Slavery. *The Journal of Politics*, 78(3):1–66, 2016.

Recommended

- Robert H Bates. 1974. “Ethnic Competition and Modernization in Contemporary Africa.” *Comparative Political Studies*, 6(4):457–484.
- Eifert, Benn and Edward Miguel and Daniel Posner. 2010. “Political Competition and Ethnic Identification in Africa” *American Journal of Political Science* 54(2): 494-510.
- Yashar, Deborah. 1998. “Contesting Citizenship: Indigenous Movements and Democracy in Latin America” *Comparative Politics* 31(1): 23-42.

Session 4 [Feb 17]: Social explanations

Come prepared to discuss your country choices for your policy memos.

- Kuran, Timur. 1998. *Private Truths, Public Lies*. Harvard University Press. Chapters TBD.
- Paler, Laura, Leslie Marshall and Sami Atallah. 2018. “The Social Costs of Public Political Participation: Evidence from a Petition Experiment in Lebanon” *Journal of Politics* 80(4): 1405-1410.
- Carlson, Elizabeth. 2016. “Identifying and Interpreting the Sensitivity of Ethnic Voting in Africa” *Public Opinion Quarterly* 80(4): 837-857.
- Rosenzweig, Steven. 2020. “Group Norms, Social Pressure, and Ethnic Voting” *Working paper*.

Recommended

- Corstange, Daniel. 2013. “Ethnicity on the Sleeve and Class in the Heart” *British Journal of Political Science* 43(4): 889-914.
- Adida, Claire, Karen Feree, and Daniel Posner. 2016. “Who’s Asking? Interviewer Coethnicity Effects in African Survey Data” *Comparative Political Studies* 49(12): 2016.

Session 5 [Feb 24]: The role of cleavage structure

- Dunning, Thad and Lauren Harrison. 2010. “Cross-Cutting Cleavages and Ethnic Voting: An Experimental Study of Cousinage in Mali” *American Political Science Review* 104(1).
- Posner, Daniel. 2017. “When and Why do Some Cleavage Structures Become Politically Salient Rather than Others” *Ethnic and Racial Studies* 40(12): 2001-2019.

- Huber, John. 2017. *Exclusion by Elections: Inequality, Ethnic Identity, and Democracy*. Cambridge University Press: Intro and Chapter 3.
- Suryanarayan, Pavithra. 2019. “When do the poor vote for the right-wing and why: Hierarchy and vote choice in the Indian states.” *Comparative Political Studies* 52(2):

Recommended

- Gandalf, Nicholas, Malena de la Fuente, Susan Fiske. 2017. “Mind the overlap in multiple categorization: A review of crossed categorization, intersectionality, and multiracial perception” *Group Processes and Intergroup Relations* 20(5) 621-631.
- Dovidio, J. F., Gaertner, S. L., Hodson, G., Riek, B. M., Johnson, K. M., & Houlette, M. (2006). *Recategorization and crossed categorization: The implications of group salience and representations for reducing bias*. In R. J. Crisp & M. Hewstone (Eds.), *Multiple social categorization: Processes, models and applications* (p. 65–89). Psychology Press.

PART II: CONSEQUENCES

Week 6 [March 03]: Economic development and public goods provision

- Berge, Lars et al. 2020. “Ethnically Biased? Experimental Evidence from Kenya” *Journal of the European Economic Association* 18(1): 134-164.
- Jardina, Ashley. 2019. “Policies that Protect the Group” in *White Identity Politics*. Chapter 7: pp. 187-215.
- Lieberman, Evan and Gwyneth McClendon. 2012. “The Ethnicity-Policy Preference Link in Sub-Saharan Africa” *Comparative Political Studies* 46(5): 574-602.
- Miguel, Edward and Mary Kay Gugerty. 2005. “Ethnic Diversity, Social Sanctions, and Public Goods in Kenya,” *Journal of Public Economics* 89(11-12): 2325-2368.

Recommended

- Goren. E. 2014. “How Ethnic Diversity Affects Economic Growth,” *World Development* 59: 275-297.
- Easterly, William and Ross Levine. 1997. “Africa’s Growth Tragedy: Policies and Ethnic Divisions” *The Quarterly Journal of Economics* 112(4): 1203-1250.
- Alberto Alesina, Reza Baqir, and William Easterly. Public Goods and Ethnic Divisions. *Quarterly Journal of Economics*, 114(4):1243–1284, 1999.
- Franck, Raphael and Ilia Rainer. 2012. “Does the Leader’s Ethnicity Matter? Ethnic Favoritism, Education, and Health in Sub-Saharan Africa” *American Political Science Review* 106(2): 294-325.
- Habyarimana, James, Macartan Humphreys, Daniel Posner, and Jeremy Weinstein. 2007. “Why Does Ethnic Diversity Undermine Public Goods Provision?” *American Political Science Review* 101(4): 709-725.
- Albright, Alex and James Feigenbaum and Nathan Nunn. 2020. “After the Burning: The Economic Effects of the 1921 Tulsa Race Massacre” *Working Paper*.

Week 7 [Mar 10]: Wellness week

This week will be devoted to group feedback on your draft policy memos and on a research design for my new project on the effects of intergroup contact via the media on prejudice and political preferences.

Week 8 [March 17]: Ethnic violence

- Posen, Barry. 1993. "The Security Dilemma and Ethnic Conflict." *Survival* 35(1): 27-47.
- Cederman, Lars-Erik, Kristin Skrede Gleditsch, and Halvard Buhaug. 2013. *Inequality, Grievances, and Civil War*. Cambridge University Press, chapter 2.
- Houle, Christian. 2015. "Ethnic Inequality and the Dismantling of Democracy: A Global Analysis" *World Politics* 67(3): 469-505.
- Varshney, Ashutosh. 2002. *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. New Haven: Yale University Press, chapters TBD.

Recommended

- Green, Donald and Rachel Seher. 2003. "What Role does Prejudice Play in Ethnic Conflict?" *Annual Review of Political Science* 6: 509-31.
- Sambanis, Nicholas. 2001. "Do Ethnic and Non-Ethnic Civil Wars Have the Same Causes?" *Journal of Conflict Resolution* 45(3): 259-82.
- Fearon, James and David Laitin. 1996. "Explaining Interethnic Cooperation" *American Political Science Review* 90(4): 715-735.
- Petersen, Roger. 2002. *Understanding Ethnic Violence: Fear, Hatred, and Resentment in Twentieth Century Eastern Europe*. New York: Cambridge University Press, chapters 1-2, 10.

PART III: MITIGATING AND PREVENTING ETHNIC CONFLICT

Week 9 [March 18]: Intergroup contact (through the lens of evidence-based policymaing)

Reading on Evidence-based Policymaking:

- "Evidence-based policymaking: is there room for science in politics?" (apolitical.com)
- "Principles of Evidence-Based Policymaking" *The Urban Institute* (2016).

Application to Intergroup Contact:

- Gordon Allport. *The Nature of Prejudice*. Basic Books, 1954: Chapter 30 (pp. 479-500).
- Paluck, Betsy Levy, Seth Green, and Donald Green. 2018. "The contact hypothesis revisited" *Behavioral Public Policy*.
- Scacco, Alexandra and Shana Warren. 2018. "Can Social Contact Reduce Prejudice and Discrimination? Evidence from a Field Experiment in Nigeria" *American Political Science Review* 112(3): 654-677.

- Mousa, Salma. 2020. “Building Social Cohesion Between Christians and Muslims through Soccer in post-ISIS Iraq” *Science* 369(6505): 866-870.

Recommended

- Al Ramiah, Ananthi and Miles Hewstone. 2013. “Intergroup Contact as a Tool for Reducing, Resolving, and Preventing Intergroup Conflict” *American Psychologist* 68(7): 527-542.

Week 10 [March 31]: Changing social networks, social norms, and information flows

- Larson, Jennifer and Janet Lewis. 2016. “Ethnic Networks” *American Journal of Political Science* 61(2): 350-364.
- Robinson, Amanda. 2017. “Ethnic Diversity, Segregation, and Ethnocentric Trust in Africa” *British Journal of Political Science*. 50(1): 217-239.
- Paluck, Betsy. 2009. “Reducing Intergroup Prejudice and Conflict Using the Media: A Field Experiment in Rwanda” *Journal of Personality and Social Psychology* 96(3): 574-587.
- Adida, Claire, Jessica Gottlieb, Eric Kramon, and Gwyneth McClendon. 2017. “Reducing or Reinforcing In-Group Preferences? An Experiment in Information and Ethnic Voting” *Quarterly Journal of Political Science* 12: 437-477.

Recommended

- Granovetter, Mark. 1973. “The Strength of Weak Ties” *American Journal of Sociology* 78(6): 1360-1380.
- Enos, Ryan and Christopher Celaya. 2018. “The Effect of Segregation on Intergroup Relations” *Journal of Experimental Political Science* 5(1): 26-38.
- Bazzi, Samuel, Arya Gaduh, Alexander Rothenberg, and Maisy Wong. 2019. “Unity in Diversity? How Intergroup Contact Can Foster Nation-Building” *American Economic Review* 109(11): 3978-4025.

Week 11 [Apr 07]: Designing institutions

- Lijphardt. 2004. “Constitutional Design for Divided Societies” *Journal of Democracy* 15(2): 96-109.
- Reilly, Benjamin. 2002. “Electoral Systems for Divided Societies” *Journal of Democracy* 13(2): 156-170.
- Brancati, Dawn. 2006. “Decentralization: Fueling the Fire or Dampening the Flames of Ethnic Conflict and Secessionism” *International Organization* 60(3): 651-685.
- King, Elisabeth and Cyrus Samii. 2020. *Diversity, Violence, and Recognition*. Oxford University Press, chapters 1-2, 5 and 9.

Recommended

- Huber, John. 2012. “Measuring Ethnic Voting: Do Proportional Representation Laws Politicize Ethnicity” *American Journal of Political Science* 56(4): 986-1001.
- Mansbridge, Jane. 1999. “Should Blacks Represent Blacks and Women Represent Women? A Contingent ‘Yes’” *Journal of Politics*. 61(3): 628-57.

Week 12 [Apr 14]: Activating other identities

- Miguel, Edward. 2004. "Tribe or Nation? Nation-building and Public Goods in Kenya versus Tanzania," *World Politics* 56: 327-362.
- Transue, John. 2007. "Identity Salience, Identity Acceptance, and Racial Policy Preferences: American National Identity as a Uniting Force" *American Journal of Political Science* 51(1): 78-91.
- Robinson, Amanda Lea. 2016. "Nationalism and Interethnic Trust: Experimental Evidence from an African Border Region," *Comparative Political Studies*.
- Paler, Laura, Leslie Marshall, and Sami Atallah. 2020. "How Cross-Cutting Discussion Shapes Support for Ethnic Politics: Evidence from an Experiment in Lebanon" *Quarterly Journal of Political Science* 15(1): 33-71.

Recommended

- Gaertner, S., J. Dovidio, P. Anastasio, B. Bachman, and M. Rust. 1993. "The Common Ingroup Identity Model: Recategorization and the Reduction of Intergroup Bias." *European Review of Social Psychology* 4(1): 1-26.
- Dovidio, J. F., Gaertner, S. L., Hodson, G., Riek, B. M., Johnson, K. M., & Houlette, M. (2006). *Recategorization and crossed categorization: The implications of group salience and representations for reducing bias*. In R. J. Crisp & M. Hewstone (Eds.), *Multiple social categorization: Processes, models and applications* (p. 65-89). Psychology Press.

Week 13 [Apr 21]: Other possible policy solutions and policy memo feedback session

- Coates, Ta-Nehisi. "The Case for Reparations" *The Atlantic* June 2014.
- Nelson, Libby. "Affirmative Action and the Supreme Court" *Vox.com* 2015.
- Gibson, James. 2004. "Does Truth Lead to Reconciliation? Testing the Causal Assumptions of the South African Truth and Reconciliation Process" *American Journal of Political Science* 48(2): 201-217.
- Simonovits, Gabor, Gabor Kezdi, and Peter Kardos. 2018. "Seeing the World Through Other's Eye: An Online Intervention Reducing Ethnic Prejudice" *American Political Science Review* 112(1): 186-193.

Appendix A: Examples of Academic Research Translated for Policy Audiences

Monkey Cage

“The Monkey Cage’s mission is to connect political scientists and the political conversation by creating a compelling forum, developing publicly focused scholars, and building an informed audience. Using the discipline’s research, we help make sense of the circus that is politics. At TMC, political scientists draw on their expertise and the discipline’s research to provide in-depth analysis, illuminate the news, and inform civic discussion. We want the political conversation to include timely, accessible, and sound knowledge from a publicly oriented political science discipline, and to be less dominated by evidence-free arguments.”

- [Thousands of Brazilian Candidates 'Switched' Racial Identities this Year](#)
- [When is Nationalism a Good Thing? When it Unites an Ethnically Diverse Citizenry](#)
- [There are Signs of Renewed Ethnic Violence in Burundi](#)

VoxDev

“VoxDev is a platform for economists, policymakers, practitioners, donors, the private sector and others interested in development to discuss key policy issues. Expert contributors provide insightful commentary, analysis, and evidence on a wide range of policy challenges in formats that we hope are accessible to a wide audience interested in development. We aim to put evidence from decades of academic research into the hands of decision-makers and civil society in developing countries in a way that they can be easily accessed and actually put to use, ultimately encouraging the design and implementation of more evidence-based policy.”

- [Managing Ethnic Divisions in Diverse Societies: Evidence from Redrawing Political Boundaries \(VoxDev.com\)](#)
- [Social Structure and Conflict in Sub-Saharan Africa \(VoxDev.com\)](#)

Other Examples

- [“Ethnic outbidding”: the academic theory that helps explain Trump’s anti-Muslim rhetoric \(Vox.com\)](#)
- [Voters Driven by Fear of Losing Status, Not Economic Anxiety, Study Finds \(NY Times\)](#)
- [Ethnic Stratification: A New Measure to Predict Social Conflict \(Vox.com\)](#)

Appendix B: University Policies

Prohibition against Discriminatory Harassment

American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations, and does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal or local laws in its programs and activities. If you experience any of the above, you have the option of filing a report with the AU Department of Public Safety (202-885-2527) or the Office of the Dean of Students (dos@american.edu or 202-885-3300). Please keep in mind that all faculty and staff – with the exception of counselors in the Counseling Center, staff in the Office of Advocacy Services for Interpersonal and Sexual Violence, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center – who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident. For more information, including a list of supportive resources on and off-campus, contact OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence (www.american.edu/sexualassault, oasis@american.edu or 202-885-7070), or the Office of the Dean of Student (www.american.edu/ocl/dos).

Emergency Preparedness

In an emergency, AU will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (<http://www.american.edu/emergency/>) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

Disability Services

The Academic Support and Access Center (ASAC) supports the academic development and educational goals of all American University students and is committed to providing access for individuals with disabilities within the university's diverse community. Please contact me and ASAC as soon as possible if you would like to arrange access to disability resources and services, including for test-taking. ASAC is located in the Mary Graydon Center (MGC), Room 243 x3360 Fax: x1042 asac@american.edu M–F: 9am–5pm
Website: <http://www.american.edu/ocl/asac/>