

GOVT696-002: Ethnic Politics and Conflict

Fall 2022
Thursday 5:30-8:00pm
Kerwin 105

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Office hours: Thursdays 3:30-5:00 or by appointment

Strong ethnic identities and ethnic diversity has resulted in deep-rooted social divisions in numerous countries worldwide. These ethnic divisions contribute to a host of ‘bad’ outcomes, including prejudice and discrimination, economic under-development, poor governance, ethnic violence, and even full-scale civil war. This class aims to understand how, when, and why ethnic identity and ethnic diversity lead to these outcomes and what, if anything, can be done to mitigate the negative consequences of ethnic diversity.

The course will proceed in three parts. **Part I** focuses on conceptualizing ethnic identity, understanding why it is different from other identities, and investigating why it becomes salient in some contexts but not others. We will study the role of social identity, political and economic competition, social factors (e.g. social norms, pressure, and networks), and structural factors (e.g. group number, size, and cleavage structures) to better understand how and why ethnic identity so often becomes the basis of social divisions. **Part II** of the course then evaluates how well these factors do in explaining outcomes like public goods provision, voting behavior and accountability, and conflict. In **Part III** of the course, we will investigate possible policy solutions and interventions for mitigating the adverse effects of ethnic diversity. Here we will examine the role of institutional design, intergroup contact, activating alternative identities, among other strategies. In considering different strategies and 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 ability to be *critical consumers* of academic research on ethnic politics, to use research to inform understanding of current events, and to translate the findings of academic research for policy audiences.
3. Develop your ability 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.

TECHNOLOGY PLATFORMS

Canvas

Canvas is the main Learning Management System for this course. This is the first resource you should check for all material and information related to the course. 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 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.
- Detailed descriptions of the assignments.

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

Class will meet in-person but you have the option of doing Zoom office hours.

Zoom link is [here](#)

Meeting ID: 989 4567 4959

Passcode: 552074

COURSE MATERIALS

You will be expected to read 4-5 articles each week and come prepared to discuss. These readings span classic and cutting-edge works from political science, economics, sociology, and psychology. You might find some of them challenging. I will use the weekly Canvas module to highlight what you should focus on so be sure to read it closely before starting each week. You must do the required readings before class and come prepared to discuss. The recommended readings are optional but will often be touched on during class and can help to deepen our discussions.

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.

COURSE REQUIREMENTS

Class Participation (10%)

This is not a lecture course. This is a graduate seminar so your participation is critical to keeping the classes interesting and engaging. You are expected to do all readings in advance and come prepared to discuss in-person. Additionally, there will be a weekly discussion board where I will pose one or two questions about the readings and ask you to answer by Wednesday evening (the night before class). Your answers will help to guide the class discussion. Additionally, for those of you who are very averse to in-class participation, active participation on the

discussion board can help boost your grade. Overall, your participation will be based on whether you make constructive contributions on the board OR in-class often (A), sometimes (B), rarely (C), or never (D).

Monkey Cage Posts (2 x 20%)

One of the goals of this course is to help you develop your abilities to use comparative politics research to inform current events. To that end, each of you 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 **Thursday, October 20** and your second post no later than **Thursday, December 1**. Please note that you will also have deadlines for your evidence briefs (below) so it is up to you to plan so that you are not overloaded with deadlines all at the same time.

Reducing Ethnic Divisions Evidence Brief (40%)

The main assignment for this course is an evidence brief (about 20-30 pages). Evidence briefs are “user-friendly syntheses of the best available global and local research evidence to answer a specific policy problem in a concise way” ([World Health Organization](#)). Evidence briefs are common in public health and medicine but are just gaining attention in political science. This assignment will put you at the cutting-edge of that effort.

Your briefs will provide user-friendly syntheses of academic research and evidence to answer a specific policy problem related to ethnic divisions and polarization. Practitioners and policymakers often have questions like: Does intergroup contact reduce ethnic polarization? Do proportional representation institutions reduce ethnic divisions? Does improving access to information reduce ethnic voting? Academic research can often help to answer these questions but findings are rarely synthesized and presented in a way that is immediately useful to policymaker/practitioner audiences. This assignment is designed to allow you to draw on everything you are learning in the three parts of the course to produce relevant, actionable, and evidence-based advice for a policymaker or practitioner “client.”

At the start of the semester, I will provide a list of potential policymaker or practitioner “clients” and the questions that they want answered. You will select one and your brief will aim to answer the question based on available research and evidence. Specifically, your briefs will do the following:

1. Motivate the question and intervention. For instance, if the question is: Does intergroup contact reduce ethnic polarization, the beginning of the memo should talk about why it is important to reduce ethnic polarization, explain what intergroup contact is, and explain why intergroup contact is theorized to be an important intervention for reducing ethnic polarization.
2. Identify the relevant studies that you will draw on to address this question. How did you search for these studies? Which studies are you including in your analysis and why? How complete is your pool of studies?
3. Answer the question at hand, drawing on your synthesis and assessment of the existing evidence. For instance, does the evidence suggest that intergroup contact is indeed effective at reducing ethnic polarization?
4. Assess the strengths and weaknesses of the existing evidence base. Would you consider the evidence base strong, meaning that there are a lot of studies that use rigorous methods to address the question? Or is it weak meaning that there are few studies or those studies do not use rigorous methods? Understanding the strength of the evidence is base is critical to knowing how confident we should be in the answer provided in (3).
5. Identify one or two critical things that should be researched to strengthen the evidence base and provide an even more compelling answer to the question at hand.

I will provide more information on these evidence briefs (and examples) early in the semester. You should plan on working on your memo throughout the semester to ensure that your final product is of the highest possible quality. I will also create opportunities in class to give you a chance to discuss with others who are working on the same question. While you can collaborate on this, the final product (especially parts 3 and 4 above) should reflect your own work.

The following are the relevant deadlines:

- **Thursday, Sept 22:** Submit your preferences for questions.
- **Sunday, October 16:** Submit a draft of your strategy for selecting relevant research.
- **Sunday November 13:** Submit draft analysis of the evidence-base.
- **Friday, December 16:** Final memos due.

Peer Feedback Participation (10%)

You will also receive a participation grade based on whether you provide written constructive feedback to a small group of your fellow classmates in the lead up to in-class feedback sessions for the evidence briefs. The two small group discussions will take place on Thursday October 20 (focusing on your strategy for selecting relevant research) and on Thursday, November 17 (focusing on your draft analysis). Prior to each discussion session, you will be assigned to small groups of 3-4 people. For the small group discussion on October 20 you will meet with other classmates writing evidence briefs on the *same* question. For the small group discussion on November 17 you will meet with classmates answering *different* questions. On the Sunday prior to each small group discussion, you will upload your draft to a small group discussion board. You will then provide written constructive feedback on your classmates' drafts, which will count as fulfilling the peer feedback participation requirement. I will also give you about 30-45 minutes in class on the assigned day to give and get feedback in-person.

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 3:30-5:00. They can be virtual or in-person. If virtual, use the same link and login information as above. If you want to come to office hours, please use the online system to sign up for a slot no later than 3pm on Thursday. 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 two 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

Any recordings or slides from this course 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

- **Session 1 [Sept 1]:** Intro and what is ethnic identity?
- **Session 2 [Sept 8]:** Part I: Social identity
- **Thursday, September 15:** *No class – American Political Science Association annual conference*
- **Session 3 [Sept 22]:** Part I: Political and economic competition (**EB question selection due**)
- **Session 4 [Sept 29]:** Part I: Social factors
- **Session 5 [Oct 6]:** Part I: Structural factors
- **Session 6 [Oct 13]:** Interlude: Evidence-based policymaking and evidence brief workshop
- **Session 7 [Oct 20]:** Part II: Public goods provision (**EB selection strategy discussions**)
- **Session 8 [Nov 3]:** Part II: Voting behavior and accountability (**MC 1 due**)
- **Thursday, October 27:** *No class – Evidence in Governance and Politics annual conference*
- **Session 9 [Nov 10]:** Part II: Conflict
- **Session 10 [Nov 17]:** Part III: Institutional design (**EB draft analysis discussions**)
- **Thursday, November 24:** *No class – Thanksgiving*
- **Session 11 [Dec 1]:** Part III: Intergroup contact, desegregation, social networks (**MC 2 due**)
- **Session 12 [Dec 8]:** Part III: Activating common and cross-cutting identities
- **Session 13 [Dec 15]:** Part III: Wrap-up, spillover, and evidence brief discussions.
- **Friday, December 16:** **Final Evidence Briefs due!**

SCHEDULE OF READINGS -- DRAFT

This is a draft list of the readings. Please check the Canvas module weekly for the updated list of readings for each week.

PART I: ETHNIC IDENTITY AND SALIENCE

Session 1 [Sept 1]: 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. 2006. “What is Ethnic Identity and Does it Matter?” *Annual Review of Political Science* 9: 397-424.

Recommended

- James D Fearon. 1999. “What Is Identity (As We Now Use the Word)?” Department of Political Science (Stanford University), pp. 1-43.
- Chandra, Kanchan. 2012. *Constructivist Theories of Ethnic Politics*. Oxford University Press: Chapters 1-2 and 4.

Session 2 [Sept 8]: Social identity and psychological explanations

- Henri Tajfel and John C. Turner. 2004. *The Social Identity Theory of Intergroup Behavior*. In J. T. Jost & J. Sidanius (Eds.), *Political psychology: Key readings* (pp. 276–293). Psychology Press. <https://doi.org/10.4324/9780203505984-16>.
- Donald Horowitz. *Ethnic Groups in Conflict*. Berkeley, CA: University of California Press, second edition, 2000: Chapter 4: 141-228.
- Jardina, Ashley. 2019. *White Identity Politics*. Cambridge University Press, p. 1-49.

Recommended

- Michael Kalin and Nicolas Sambanis. 2018. “How to Think about Social Identity” *Annual Review of political Science* 21(1): 239-257.
- Brown, Rupert. 2000. “Social identity theory: past achievements, current problems, and future challenges” *European Journal of Social Psychology* 30(6): 745-778.
- Kristen Monroe, James Hankin, and Renee Van Vechten. The Psychological Foundations of Identity Politics. *Annual Review of Political Science*, 3:419–47, 2000.
- 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.
- Rogers Brubaker. 2002. “Ethnicity without Groups” *European Journal of Sociology* 43(2): 163-189.
- Hale, Henry. 2004. Explaining ethnicity. *Comparative Political Studies*, 37(4):458–485.

Session 3 [Sept 22]: Political and economic competition

Evidence brief question preferences due

- ['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.
- 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.
- Posner, Daniel. 2005. *Institutions and Ethnic Politics in Africa*. New York: Cambridge University Press, chapters 1 and 4.
- 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.

Session 4 [Sept 29]: Social factors (e.g. social norms, social pressure, and social networks)

- Ismail K. White, Chryl N. Laird, and Troy D. Allen. 2014. Selling Out?: The Politics of Navigating between Racial Group Interest and Self-Interest. *American Political Science Review* 108(4).
- 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.
- Varshney, Ashutosh. 2001. “Ethnic Conflict and Civil Society: India and Beyond” *World Politics* 53(3): 362-398.

Recommended:

- Eubank, Nicholas. 2019. “Social Networks and the Political Salience of Ethnicity” *Quarterly Journal of Political Science* 14: 1-39.
- Larson, Jennifer and Janet Lewis. 2017. “Ethnic Networks” *American Journal of Political Science* 61(2): 350-364.
- Corstange, Daniel. 2013. “Ethnicity on the Sleeve and Class in the Heart” *British Journal of Political Science* 43(4): 889-914.

Session 5 [Oct 6]: Structural factors (e.g. group size, number of groups, distribution/location of groups, cleavage structures, and inequality)

- Jose Montalvo and Marta Reynol-Querol. 2008. “Polarization, Fractionalization, and Conflict” *Journal of Peace Research* 45(2): 163-182.

- 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.

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.
- 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).

INTERLUDE

Session 6 [Oct 13]: Evidence-based Policymaking (and evidence brief workshop)

- “Principles of Evidence-Based Policymaking” *The Urban Institute* (2016).
- Glennerster, Rachel and Kudzai Takavarasha. 2013. *Running Randomized Evaluations: A Practical Guide*. Princeton University Press. Chapters 1-2, pp 1-65.
- Adida, Claire, Karen Feree, and Daniel Posner. 2016. “Who’s Asking? Interviewer Coethnicity Effects in African Survey Data” *Comparative Political Studies* 49(12): 2016.
- Paluck, Elizabeth Levy, Roni Porat, Chelsey Clark, and Donald Green. 2021. “Prejudice Reduction: Progress and Challenges” *Annual Review of Psychology* 72: 533-560.

PART II: CONSEQUENCES

Session 7 [Oct 20]: Economic development and public goods provision

Evidence brief selection strategy due

- Goren. E. 2014. “How Ethnic Diversity Affects Economic Growth,” *World Development* 59: 275-297.
- 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.
- Hjort, Jonas. 2014. “Ethnic Divisions and Production in Firms” *The Quarterly Journal of Economics* (2014): 1899-1946.
- Berge, Lars et al. 2020. “Ethnically Biased? Experimental Evidence from Kenya” *Journal of the European Economic Association* 18(1): 134-164.

Recommended

- Albright, Alex and James Feigenbaum and Nathan Nunn. 2020. “After the Burning: The Economic Effects of the 1921 Tulsa Race Massacre” *Working Paper*.
- Alesina, Alberto, Reza Baqir, and William Easterly. Public Goods and Ethnic Divisions. *Quarterly Journal of Economics*, 114(4):1243–1284, 1999.
- Easterly, William and Ross Levine. 1997. “Africa’s Growth Tragedy: Policies and Ethnic Divisions” *The Quarterly Journal of Economics* 112(4): 1203-1250.
- 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.
- 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.

Session 8 [Nov 3]: Voting behavior and accountability

- 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?)
- Koter, Dominika. 2013. “King makers: Local Leaders and Ethnic Politics in Africa” *World Politics* 65(2): 187-232.
- 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):
- Rosenzweig, Steven. 2021. “Group Norms, Social Pressure, and Ethnic Voting” *Working paper*.
- 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:

- Mutz, Diana. 2018, “Status Threat, Not Economic Hardship, Explains the 2016 Presidential Vote” *Proceedings of the National Academy of Sciences* 115(19): 4330-4339.
- Jan Leighley. 2001. *Strength in Numbers? The Political Mobilization of Racial and Ethnic Minorities*. Princeton, NJ: Princeton University. Chapters 2 and 3.
- Carlson, Elizabeth. 2016. “Identifying and Interpreting the Sensitivity of Ethnic Voting in Africa” *Public Opinion Quarterly* 80(4): 837-857.

Session 9 [Nov 10]: Ethnic violence and conflict

- Green, Donald and Rachel Seher. 2003. “What Role does Prejudice Play in Ethnic Conflict?” *Annual Review of Political Science* 6: 509-31.

- Petersen, Roger. 2002. *Understanding Ethnic Violence: Fear, Hatred, and Resentment in Twentieth Century Eastern Europe*. New York: Cambridge University Press, chapters 1-2, 10.
- Steven Wilkinson. 2004. *Votes and Violence: Electoral Competition and Ethnic Riots in India*. New York: Cambridge University Press. 1, 2, and 5.
- Cederman, Lars-Erik, Kristin Skrede Gleditsch, and Halvard Buhaug. 2013. *Inequality, Grievances, and Civil War*. Cambridge University Press, chapter 2.

Recommended

- Fearon, James and David Laitin. 1996. “Explaining Interethnic Cooperation” *American Political Science Review* 90(4): 715-735.
- Houle, Christian. 2015. “Ethnic Inequality and the Dismantling of Democracy: A Global Analysis” *World Politics* 67(3): 469-505.
- Sambanis, Nicholas. 2001. “Do Ethnic and Non-Ethnic Civil Wars Have the Same Causes?” *Journal of Conflict Resolution* 45(3): 259-82.
- Wasow, Omar. 2020. “Agenda Seeding: How 1960s Black Protests Moved Elites, Public Opinion and Voting.” *American Political Science Review* 114(3): 638-659.

PART III: STRATEGIES FOR MITIGATING ETHNIC DIVISIONS

Session 10 [Nov 17]: Designing Institutions

Evidence brief draft analysis due

- 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.
- King, Elisabeth and Cyrus Samii. 2020. *Diversity, Violence, and Recognition*. Oxford University Press, chapters 1-2 and 5.
- Simon Chauchard. 2014. “Can Descriptive Representation Change Beliefs about a Stigmatized Group? Evidence from Rural India.” *American Political Science Review* 108(2):403-22.

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.
- Mala Htun. 2004. “Is Gender like Ethnicity? The Political Representation of Identity Groups.” *Perspectives on Politics* 2(3):439–458.

Session 11 [Dec 1]: Intergroup Contact, Desegregation, and Social Networks

- Gordon Allport. *The Nature of Prejudice*. Basic Books, 1954: Chapters 16 and 30.
- 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.
- Enos, Ryan and Christopher Celaya. 2018. “The Effect of Segregation on Intergroup Relations” *Journal of Experimental Political Science* 5(1): 26-38.

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.
- 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.
- Paluck, Betsy Levy. 2009. “Reducing Intergroup Prejudice and Conflict Using the Media: A Field Experiment in Rwanda” *Journal of Personality and Social Psychology* 96(3): 574-587.
- Paluck, Betsy Levy, Seth Green, and Donald Green. 2018. “The contact hypothesis revisited” *Behavioral Public Policy*.
- 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.

Session 12 [Dec 8]: Activating Common and Cross-Cutting Cleavages

- 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.
- 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:

- 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.
- Robinson, Amanda Lea. 2016. “Nationalism and Interethnic Trust: Experimental Evidence from an African Border Region,” *Comparative Political Studies*.

Session 13 [Dec 15]: Spillover, wrap up and evidence brief workshop

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/>