

POLS 4903:
Senior Capstone Seminar (Ethnic Conflict)

Fall 2019
2:30-3:20 MWF
Math Sciences 422

Contact info

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Office Hours: 9-10am & 11:45-12:15pm MW,
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or by appointment

Course Description

The capstone seminar is designed as a conclusion of a student's undergraduate study in Political Science at Oklahoma State University. This course gathers senior Political Science majors for an in-depth review and application of many of the fundamentals of this field.

To provide thematic focus to the senior seminar experience, the readings for this class will focus on ethnic, ethno-religious, and racial conflict. Ethnicity in particular has been an organizing principle in a number of conflicts, from ethnic riots to civil wars to ethnic terrorism. Furthermore, conflicts over ethnicity have particularly costly consequences for civilians, including ethnic cleansing and genocide. In this course, students will study the origins, nature, and political consequences of communal cleavage and conflict.

Required Reading

The following book is required for the course, and is available for purchase from the university bookstore:

- Baglione, Lisa A. 2019. *Writing a Research Paper in Political Science*, 4th Edition. Los Angeles, CA: CQ Press. ISBN-13: 978-1506367422

Additional readings will be found on the Canva page.

Class Expectations

Make sure you are familiar with official university policy (consult the attachment at the end of this syllabus for more information), especially regarding academic integrity. And, a few quick highlights regarding policies relevant to this course:

- You are expected to **read** each assignment *before* class time the day it is assigned.
- You are welcome to use **cell phones or laptops**. Just make sure you are not using them in a way that is distracting to other students.
- I have an open **attendance policy** (see "Participation" in the grading section for more details), but be aware that it is exceptionally hard to pass this course if you regularly miss lecture.

¹ I am one of the volunteers for the Pete's Pet Posse Therapy Dogs program along with my dog, Cooper. As part of my volunteer activities, Cooper will be present during my Thursday office hours. If you need to meet during this time and would prefer not to have a dog around, just let me know and I will make alternative arrangements.

- I allow students to take one “freebie” **late assignment** this semester, no questions asked. You will then have 3 days from the original deadline to get the assignment done. If you do not complete the assignment within that time, you are responsible for scheduling a meeting with me so we can discuss any issues you are having with the assignment and plan a strategy for completing the project.
- Cite things properly! **Plagiarism** is theft of another’s work or ideas, and is a violation both of the student handbook and academic ethics. Not only that, it’s a felony that violates US copyright laws.

In case you are wondering, plagiarism includes:

- 1) Claiming someone else’s work as your own.
- 2) Copying the exact phrase from a source *without giving the author(s) credit*.
- 3) Using data from a source *without giving author(s) credit*.
- 4) Failing to put a quotation in quotation marks.
- 5) Using an idea or concept from an author *without giving credit to the source*.
- 6) Giving incorrect information about the citation source.
- 7) Changing the words or phrasing of the sentence but still keeping the original meaning *without giving credit to the source*.

From this list, you might notice that most of the time, all it takes to **NOT** plagiarize is to properly cite and give credit to the people from whom you are borrowing information or ideas. When in doubt, cite it!

- This a political science course, thus, all your papers should use **APSA citation style**. Don’t know what that includes? You can look it up at <https://connect.apsanet.org/stylemanual/> (reference guidelines begin on page 42 of the PDF version)
- Regarding other **paper formatting**, all papers should be completed using Times New Roman, 12 point font, double-spaced (though any reference pages should be single-spaced with one line between each citation), with 1 inch margins.

Grading

Following university guidelines, our grading scale is:

%	Grade	Explanation
90-100	A	Exceptional & outstanding work
80-89	B	Very good work
70-79	C	Adequate work; superficial grasp on concepts
60-69	D	Very poor work; poor understanding of the material
Below 60	F	Failing; unacceptable work

Remember, “A” is a rare grade reserved for projects that demonstrate outstanding skill and effort.

Our class work includes:

- **Participation and Attendance (25% total).** Given this class is a seminar (which means in-depth discussion of readings), regular attendance is essential. Students will play a significant role in shaping the details of this course, and will be key to the success of our daily discussions and workshops. I will make note of who participates each day, and will calculate your participation grade based on:
 - The first 13%: Weekly participation during class discussions. To receive your weekly point, you need to contribute something of *substance* at least once a week; one word answers will not net you any points.
 - The remaining 12%: At the end of the semester, I'll judge the overall *quality* of your participation. Students who regularly attend the course and actively participate will receive full points here...other students, not so much!
- **Reading Review Papers (10% total, or 5% each).** You will sign-up for at least 2 weeks this semester where you will be our topic "expert." For those weeks, you will write a short (2 paragraph) summary and response to the reading; if we have multiple readings that week, choose one.

This assignment is a condensed version of a book review format, which seeks to balance a summary of a work with a positive and/or negative critique. Therefore, your paper should be organized as follows:

Full APSA citation for the article/chapter/etc. you are summarizing. This will replace the typical paper title.

Paragraph 1: A **short** summary of the author's argument. Explain what factors they argue cause ethnic conflict and/or help prevent it, then summarize what evidence they present to try to convince you their argument is right.

Paragraph 2: Your assessment of the article. You might consider focusing on one (or two) of the following questions:

- *Do you know of a real-world example that the author(s)'s theory might help explain? Or, do you know an example that does not fit the theory? Be sure to explain how your example fits or doesn't fit.*
- *Is there something really interesting that stood out to you? What did you find interesting about it?*
- *Do you agree or disagree with what the author is arguing? Why?*

While this type of writing can be challenging at first, you will get the hang of it pretty quickly! In addition, this sort of skill will serve you well in graduate or law school, or on any job that will require you to summarize complex arguments into a few basic points.

- **Capstone Research Paper (40%).** Students will choose a research topic and have it approved by the professor. There is a great deal of flexibility in this paper; students can either propose an original research paper on a topic they find interesting, or they can write a paper

about a modern ethnic conflict, using the theories we use in class to explain why this conflict is occurring. Either way, students will work with the professor to envision how they could carry out a research project about this topic in a way that would be up to the standards of good social science research.

Be sure to meet your deadlines – a portion of your grade is based on finishing these rough drafts on time! For more details, see the [capstone assignment handout](#) (posted online).

- **Research Presentations (10%).** We will hold a public poster session where you will present your work. It will be open forum, meaning that other professors or students are welcome to attend. Be prepared to summarize your project and answer any questions people might have on it! This grade is all or nothing – show up with a poster, and you will receive full credit.
- **Ethnic Conflict Policy Briefing (15%).** In place of a final, students will complete a short (2 pages maximum, single-spaced) policy briefing covering some aspect of ethnic conflict. Students can either discuss a theory we learned this semester in regards to a specific case study OR they can complete a data visualization project outlining a general trend. Students are required to cite and actively discuss at least one reading from our syllabus.

Major Deadlines

Below is a list of important deadlines for the course.

Date	Assignment Due
Fri, Sept 6	Assignment 1: Research Question + Bibliography with 3 academic sources
Wed, Sept 18	Assignment 2: Annotated Bibliography with 5 sources
Mon, Oct 7	Assignment 3: Theory and 1 Hypothesis
Mon, Oct 14	Assignment 4: Research Design / Methodology
Fri, Nov 15	Poster Presentation (3-5 pm) <i>In Murray Hall Parlor</i>
Mon, Nov 25	Final Research Paper
Wed, Dec 11	Ethnic Conflict Policy Brief

Some Tips on Quality Writing

On all assignments, students will be grade on their accuracy and detail in presenting the material as well as their ability to communicate this information efficiently and effectively. As such, I expect all assignments to be well-written; poorly written assignments will lose points.

All work will be graded on the quality of writing, clarity, organization, and inclusion of all the necessary components. Quality academic writing includes:

Basic writing skills

- Proper grammar & spelling
- Proper verbal agreement
- Proper punctuation use
- Proper paragraph construction (3-6 sentences, no 1+ page paragraphs please!)
- Agreement between subjects in a sentence (e.g. the party, it)
- Correct possessive plural form (e.g. the United States' not the United State's; its, not it's)
- No apostrophes in plural nouns (e.g. the 1990s, not the 1990's)
- Well-organized and clear structure

Proper academic/social science writing

- No contractions (e.g. don't, it's)
- Avoid normative or opinion comments (focus on the facts!)
- No colloquialisms or slang
- Minimal use of adverbs
- Minimal passive voice
- Use active voice in the present tense (when appropriate)
- Use headings & subheadings to clearly organize your discussion
- Proper citation

Also, in the social sciences it is ok to write "I think," "I argue," or "I recommend" in your writing, especially as it helps distinguish your thoughts from someone else's!

Course Schedule and Readings

Topic I: Why Study Ethnic Conflict?

Mon, Aug 19 – First day of class

Go over class expectations

- Begin watching PBS Frontline episode "[Children of Aleppo](#)"

Wed, Aug 21 – What is ethnic conflict and why do we care?

Readings

- Taras, Raymond C. and Rajat Ganguly. 2006. *Understanding Ethnic Conflict*, 4th Edition. Boston, MA: Pearson. pp. 1-3 and 63-79.

In class

- Finish watching PBS Frontline episode "[Children of Aleppo](#)"

Fri, Aug 23 – Workshop: Social Media and the Job Market

Readings

- From *Forbes*, read "[Why College Freshmen Need to Major in LinkedIn](#)" and "[Social Media Can Cost You A Job: 6 Solutions](#)"
- From *Business Insider*, "[These foolproof tips from LinkedIn will help you land your dream job](#)"
- From *U.S. News & World Report*, "[Pro Tips to Stay Social and Professional on LinkedIn](#)"

In class

- If you own a laptop, bring it in – this is a good chance to look over your social media and see how it compares to suggestions from professionals.

Topic II: The Causes of Ethnic Conflict

Mon, Aug 26 – Primordialism & the Clash of Civilizations

Readings

- Huntington, Samuel P. 1993. The Clash of Civilizations? *Foreign Affairs* 72 (3): 22-49.
- *Optional:*
 - Watch PBS Frontline episode "[Children of Syria](#)"

In class

- Reading response papers due

Wed, Aug 28 – The Real Causes of Conflict

Readings

- Bowen, John R. 1996. The Myth of Global Ethnic Conflict. *Journal of Democracy* 7 (4): 3-14.
- Laitin, David D. 2007. *Nations, States, and Violence*. New York: Oxford University Press. pp. 11-27.
- *Optional:*
 - Chandra, Kanchan. 2001. Cumulative Findings in the Study of Ethnic Politics. *APSA-CP Newsletter*, Winter 2001. pp. 7-8.
 - Denny, Elaine K. and Barbara F. Walter. 2014. Ethnicity and civil war. *Journal of Peace Research* 51(2): 199-212.
 - Fearon, James and David Laitin. 2003. Ethnicity, Insurgency, and Civil War. *American Political Science Review* 97(1): 75-90.
 - Green, Donald P. and Rachel L. Seher. 2003. What Role Does Prejudice Play in Ethnic Conflict? *Annual Review of Political Science* 6: 509-531.

In class

- Reading response papers due (chose either Bowen or Laitin)

Fri, Aug 30 – Class Workday

Readings

- Baglione, Chapter 2

No class meeting!

- I will be away at the APSA conference this weekend, so you should use this time to get started on the first research paper assignment.

Mon, Sept 2 – No class

Labor Day.

Wed, Sept 4 – Explanations from Social Psychology

Readings

- Waller, James. 2007. *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing*. New York: Oxford University Press. pp. 198-219.
- *Optional:*
 - Simon, Bernd and Bert Klandermans. 2001. Politicized Collective Identity: A Social Psychological Analysis. *American Psychologist* 56(4): 319-331.

In class

- Reading response papers due

Fri, Sept 6 – Inequalities and Grievances

Readings

- Gurr, Ted Robert. 1993. Why Minorities Rebel: A Global Analysis of Communal Mobilization and Conflict since 1945. *International Political Science Review*, 14(2): 161-201.
- Optional:
 - Collier, Paul and Anke Hoeffler. 2004. Greed and grievance in civil war. *Oxford Economic Papers* 56: 563-595.
 - Harff, Barbara and Ted Robert Gurr. 2004. *Ethnic Conflict in World Politics*, 2nd Edition. Boulder: Westview Press.
 - Cederman, Lars-Erik, Andreas Wimmer, and Brian Min. 2009. Why Do Ethnic Groups Rebel? New Data and Analysis. *World Politics* 62 (1): 87-119.
 - Cederman, Lars-Erik, Nils B. Weidmann, and Kristian Skrede Gleditsch. 2011. Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison. *American Political Science Review* 105(3): 478-495.
 - Piazza, James A. 2011. Poverty, minority economic discrimination, and domestic terrorism. *Journal of Peace Research* 48(3): 339-353.
 - Boylan, Brandon M. 2016. What drives ethnic terrorist campaigns? A view at the group level of analysis. *Conflict Management and Peace Science* 33(3): 250-272.

In class

- Reading response papers due
- **Assignment 1 (Research Question + bibliography with 3 academic sources) due**

Mon, Sept 9 – Political Institutions & Ethnic Outbidding

Readings

- Wilkinson, Steven I. 2004. *Votes and Violence: Electoral Competition and Ethnic Riots in India*. New York: Cambridge University Press. Chapter 1: The Electoral Incentives for Ethnic Violence. pp. 1-18.
- Optional:
 - Snyder, Jack. 2000. *From Voting to Violence*. New York: W.W. Norton & Company. Chapter 1: Transitions to Democracy and the Rise of Nationalist Conflict. pp. 31-43.
 - DeVotta, Neil. 2002. Illiberalism and Ethnic Conflict in Sri Lanka. *Journal of Democracy*, 13, 1, 84-98.

In class

- Reading response papers due

Wed, Sept 11 – Workshop: Writing a Literature Review

Readings

- Baglione, Chapter 3, pp. 45-50, 57-69
- Baglione, Chapter 4, pp. 77-88

Fri, Sept 13 – Office Meetings

No class. I'll be holding extended office hours for those who need extra help!

Mon, Sept 16 – Natural Resources & Ethnic Conflict

Readings

- Asal, Victor, Michael Findley, James A. Piazza, and James Igoe Walsh. 2016. Political Exclusion, Oil, and Ethnic Armed Conflict. *Journal of Conflict Resolution*, 60 (8): 1343-1367.

In class

- Reading response papers due

Wed, Sept 18 – Workshop: Group Feedback

Readings

- Baglione, Chapter 4, pp. 77-88

In class

- **Assignment 2 (Annotated Bibliography with 5 sources) due**
- You will be pairing up with a classmate and exchanging your annotated bibliography assignments for peer feedback.

Fri, Sept 20 – Office Meetings

No class. I'll be holding extended office hours for those who need extra help!

Mon, Sept 23 – The Security Dilemma (Two Views)

Readings

- Posen, Barry R. "The Security Dilemma and Ethnic Conflict" *Survival*, 35, 1: 27-47 (exerts online).
- Saideman, Stephen M., David J. Lanoue, Michael Campenni and Samuel Stanton. 2002. Democratization, Political Institutions, and Ethnic Conflict: A Pooled Time-Series Analysis, 1985-1998. *Comparative Political Studies*, 35, 1: 103-129 (exerts online).

In class

- Reading response papers due: Compare & contrast Posen & Saideman et al., and tell me which argument you find more convincing

Wed, Sept 25 – Hypothesis Writing Workshop

Readings

- Baglione, Chapter 5

Fri, Sept 27 – Office Meetings

No class. I'll be holding extended office hours for those who need extra help!

Mon, Sept 30 – Applying Theories to Case Study: The Troubles in N. Ireland

Readings

- Online Handout: The Basics – The Northern Ireland Conflict
- BBC News. 2019. Battle of the Bogside saw Army deployed [archived footage]. *BBC News* [website], 7 August. <https://www.bbc.com/news/topics/cg1l0z5lqp4t/the-troubles>
- Optional (may no longer be working):
 - The Troubles: Thirty years of conflict in Northern Ireland, 1968-1998. 2018. *BBC News* [website]. <http://www.bbc.co.uk/history/troubles>

Wed, Oct 2 – Applying Theories to Case Study: The Troubles in N. Ireland

Readings

- Murray, Denis. 2018. Everyday life in the Troubles. *BBC News* [website]. Retrieved from http://www.bbc.co.uk/history/topics/troubles_everyday_life
- Conroy, John. 1995. *Belfast Diary: War as a Way of Life*. Boston, MA: Beacon Press. Chapter 3: “The Rules of the Game.” (Exerts: pp. 67-67, 76-80, 92-98).

Fri, Oct 4 – Office Meetings

No class. I'll be holding extended office hours for those who need extra help!

Mon, Oct 7 – Workshop: Group Feedback

No readings today!

- **Assignment 3 (Theory & 1 Hypothesis) due**
- You will be pairing up with a classmate and exchanging your theory and hypothesis sections for peer feedback.

Wed, Oct 9 – Workshop: What goes into a Methodology Section?

Readings

- Baglione, Chapter 7 (focus on pp. 121-122 and 126-140 as these pages overview the main sections that will need to be present in your research design)

Skim before class:

- An example of Large-N and Case Study methodology: Steward, Megan A. and Yu-Ming Liou. 2017. Do Good Borders Make Good Rebels? Territorial Control and Civilian Casualties. *Journal of Politics*, 79, 1: 284-301. **Skim pages 289-290 (the Large-N methods section) and 292-294 (the “Case study of the Kurdistan Worker’s Party (PKK)” methods section).**
- An example of interview/survey methodology: Niven, David and Jeremy Zilber. 2001. How Does She Have Time for Kids and Congress? *Women & Politics*, 23, 1: 147-165. **Skim pages 150-152 and 165.**
- An example of experimental methodology: Bailenson, Jeremy N., Philip Garland, Shanto Iyengar, and Nick Yee. 2006. Transformed Facial Similarity as a Political Cue: A Preliminary Investigation. *Political Psychology*, 27, 3: 373-385. **Skim pages 375-377.**

Optional Readings (if you would like to see other examples of methodology sections):

- Large-N Statistical Research:
 - Zhu, Boliang. 2017. MNCs, Rents, and Corruption: Evidence from China. *American Journal of Political Science*, 61, 1: 84-99.
 - Banda, Kevin K. and Jason H. Windett. 2016. Negative Advertising and the Dynamics of Candidate Support. *Political Behavior*, 38, 3: 747-766.
- Case Study Research:
 - Oakes, Amy. 2006. Diversionary War and Argentina’s Invasion of the Falkland Islands. *Security Studies*, 15, 3: 431-463.
- Experimental Research:
 - Gerber, Alan S., Donald P. Green, and Christopher W. Larimer. 2008. Social Pressure and Voter Turnout: Evidence from a Large-Scale Field Experiment. *American Political Science Review*, 102, 1: 33-48.

*Optional, but highly recommended for those doing **comparative** case research:*

- Prezeworski, Adam and Henry Teune. 1970. *The Logic of Comparative Social Inquiry*. New York: Wiley. Chapter 2: Research Designs (exerts).

Fri, Oct 11 – Office Meetings

No class. I'll be holding extended office hours for those who need extra help!

Topic III: Resolving Ethnic Conflict

Mon, Oct 14 – Understanding the Emerging Peace

Readings

- Gurr, Ted Robert. 2000. Ethnic Warfare on the Wane. *Foreign Affairs*, 79, 3, 52-64.
- Optional:
 - Cederman, Lars-Erik, Kristian Skrede Gleditsch, and Julian Wucherpfennig. 2017. Predicting the decline of ethnic civil war: Was Gurr right and for the right reasons? *Journal of Peace Research*, 54, 2: 262-274.

In class

- **Assignment 4 (Research Design) due**

Wed, Oct 16 – International Intervention

Readings

- Taras, Raymond C. and Rajat Ganguly. 2006. *Understanding Ethnic Conflict*, 4th Edition. Boston, MA: Pearson. Chapter 4: "Resolving Ethnic Conflicts Through International Intervention." pp. 85-105.
- Optional:
 - Abramowitz, Morton and Thomas Pickering. 2008. Making Intervention Work: Improving the UN's Ability to Act. *Foreign Affairs*, 87, 5, 100-109.

In class

- Begin watching the *PBS Frontline* episode, "[The Triumph of Evil](#)"

Fri, Oct 18 – Office Meetings

No class. I'll be holding extended office hours for those who need extra help!

Mon, Oct 21 – Intervention Success...and Failure

Readings

- Fortna, Virginia Page. 2004. Does Peacekeeping Keep Peace? International Duration of Peace After Civil War. *International Studies Quarterly*, 48, 2: 269-292. **Read pp. 269-286 only.**

In class

- Reading response papers due
- Finish Watch *PBS Frontline* episode, "[The Triumph of Evil](#)"

Wed, Oct 23 – Resolving Conflict through Electoral Design: Consociationalism vs. Centripetalism

Readings

- Lijphart, Arend. 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.
- Optional:
 - Jonas B. Bunte and Laura Thaut Vinson. 2016. Local power-sharing institutions and interreligious violence in Nigeria. *Journal of Peace Research*, 53, 1: 49-65.

In class

- Reading response papers due: Compare & contrast Lijphart & Reilly, and tell me which argument you find more convincing

Fri, Oct 25 – Fall Break

No class

Mon, Oct 28 – An Introduction to Good Friday

Readings

- Interview with Jonathan Powell. 2011. Negotiating with the enemy. *BBC News* [website], August 10. <http://www.bbc.co.uk/news/magazine-10918880>
- Landow, Charles and Mohammed Aly Sergie. 2019. Backgrounder: The Northern Ireland Peace Process. *The Council on Foreign Relations* [webpage], March 12. <https://www.cfr.org/backgrounder/northern-ireland-peace-process>
- Shapiro, Ari. 28 November 2014. For Northern Ireland, Wounds From 'The Troubles' Are Still Raw. *NPR* [website], November 28. <http://www.npr.org/sections/parallels/2014/11/28/367183005/for-northern-ireland-wounds-from-the-troubles-are-still-raw>

Wed, Oct 30 – Economic Solutions to Violence

Readings

- Collier, Paul. 2000. *Economic causes of civil conflict and their implications for policy*. Washington, DC: World Bank. Retrieved from <https://pdfs.semanticscholar.org/c9ba/c0466abef5641c5adf0aef43e4db6a5c60e9.pdf>.
Read pp. 9-22 only!
- Optional:
 - Berman, Eli, Jacob N. Shapiro, and Joseph H. Felter. 2011. Can Hearts and Minds Be Bought? The Economics of Counterinsurgency in Iraq. *Journal of Political Economy*, 119, 4: 766-819.

In class

- Reading response papers due

Fri, Nov 1 – Office Meetings

No class. I'll be holding extended office hours for those who need extra help!

Mon, Nov 4 – Reforming the “Coercive Apparatus”

Readings

- Nanes, Matthew J. 2017. Police Integration and Support for Anti-Government Violence: Evidence from Iraq. *Working Paper*. Retrieved from [http://aalims.org/uploads/Iraq_Police\(1\).pdf](http://aalims.org/uploads/Iraq_Police(1).pdf)
- McDonald, Henry. 2011. Unspoken lessons from Northern Ireland’s peace process. *The Guardian*, 18 October. Retrieved from <http://www.guardian.co.uk/politics/2011/oct/18/unspoken-lessons-northern-ireland-peace>
- Optional:
 - Murphy, Joanne. 2013. *Policing for Peace in Northern Ireland: Change, Conflict and Community Confidence*. New York: Palgrave Macmillan.

In class

- Reading response papers due

Wed, Nov 6 - Wed, Nov 13 – Office Meetings

Readings:

- Baglione, Chapter 8 & 9

No class. Work on finishing your research projects! I’ll be holding extended office hours for those who need extra help.

Fri, Nov 15 – Poster Presentations (3-5pm)

Meet in the Murray Hall Parlor. Set up begins at 2:30, with judging starting at 3.

Mon, Nov 18 - Wed, Nov 20 – Office Meetings

No class. Work on finishing your research projects! I’ll be holding extended office hours for those who need extra help.

Fri, Nov 22 – Career Workshop: Salary Negotiation

No Readings

In class

- Ms. Lindsay Vallaster from Career Services will give a talk today on how to negotiate for salary after getting hired for a new job. Attendance is optional, but attending this session will either net you extra credit or make-up points for any missed participation.

Mon, Nov 25 – Paper Deadline

Final research papers due by 5pm today. No class meeting, and I’ll be in my office to help with any last minute paper emergencies.

Wed, Nov 27 & Fri, Nov 29 – Thanksgiving Break

No class

Mon, Dec 2 – Brexit and the Risk of a Repeat of the Troubles

Readings

- Stevenson, Jonathan. 2019. Brexit and the Troubles. *The International Institute for Strategic Studies* [blog], March 11. <https://www.iiss.org/blogs/survival-blog/2019/03/brexit-and-the-troubles>
- Kingsley, Patrick. 20 November 2017. Northern Ireland Is Sinking Into a ‘Profound Crisis.’ *The New York Times*. Retrieved from <https://www.nytimes.com/2017/11/20/world/europe/northern-ireland-stormont-adams.html>
- Optional:
 - Shapiro, Ari. 28 November 2014. For Northern Ireland, Wounds from ‘The Troubles’ Are Still Raw. Retrieved from NPR at <http://www.npr.org/sections/parallels/2014/11/28/367183005/for-northern-ireland-wounds-from-the-troubles-are-still-raw>
 - Campbell, John. 3 October 2017. Belfast peace walls ‘shock’ Brexit chief Verhofstadt. *BBC News*. Retrieved from <http://www.bbc.com/news/uk-northern-ireland-politics-41482636>
 - McCann, Eamonn. 5 October 2015. Opinion: The Troubles Are Back. *The New York Times*. Retrieved from <https://www.nytimes.com/2015/10/05/opinion/the-troubles-are-back.html>

Wed, Dec 4 - Fri, Dec 6 – Optional: *An Introduction to Tableau Data Visualization Software*

- **For those of you choosing to do the case study for your policy brief:** We won't meet for class on Wednesday or Friday. Use the time to work on your policy briefs!
- **For those doing the data visualization option:** I'll be hosting a workshop on Friday, Dec. 7 about using the data visualization software Tableau. I'll be posting instructions on how to download the program and access our dataset, so be sure to do this before class!

Wed, Dec 11 @ 2pm – Final “Exam”

Ethnic Conflict Policy Brief Due