

UNIVERSITY OF PITTSBURGH
GRADUATE SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS

PIA 2430

ETHNIC POLITICS¹

Spring 2019

Wednesday 3:00 - 5:50 PM

3610 Posvar Hall

Instructor: Luke N. Condra

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Office Hours: Thursday, 10 AM - 12 PM (signup: <http://www.wejoinin.com/sheets/otstx>)

This graduate seminar is designed to introduce students to the comparative study of ethnic politics. It provides an overview of some of the theoretical questions and methodological innovations across five main topics: the sources of ethnic mobilization and cleavage choice; the consequences of ethnic mobilization for democratization; the impact of ethnicity on redistributive politics; the relationship between ethnicity and patterns of political violence; and the effects of integration on behavior and attitudes.

Purposes of the course:

- (1) Improve your writing. One of the most painful (but rewarding) exercises is to edit your own writing. The assignments in the course are designed to teach the value of iterative writing and revision.
- (2) Practice connecting and applying theoretical and empirical scholarship on ethnic politics to contemporary policy problems.
- (3) Provide Ph.D. students with the background necessary for undertaking original research on questions relating to ethnic politics. The course should enable them to critically engage recent scholarship, understanding which theories have yet to be adequately tested and which theoretically interesting questions have yet to be asked.

*I strongly encourage you to attend the Seminar in Representation and Identity Politics (SRIP) talks this semester, sponsored by the Department of Political Science. Faculty from other universities will present their research on topics related to questions we will cover in class. Talks are on Fridays in Posvar 4500, usually at noon.

Spring schedule:

Claire Adida (UCSD): January 11

Noam Lupu (Vanderbilt): January 18

Ryan Enos (Harvard): January 25

Pavithra Suryanarayan (Johns Hopkins): February 8

Melani Cammett (Harvard): February 15

Bernard Fraga (Indiana): February 22

¹ For ideas on content, approach, and assignments, acknowledgments are due to the excellent syllabi of Professors Leonardo Arriola, Charli Carpenter, Thad Dunning, Bethany Lacina, and Laura Paler.

REQUIREMENTS

1. Class Participation (20%)

A discussion-based seminar of this kind can be a disaster (for students and instructor alike) if students have not completed all required readings before class.

Each student has the obligation to participate, as well as to facilitate the participation of others. The latter involves listening with respect while peers speak, responding thoughtfully but critically to their comments (i.e., providing constructive feedback), and providing space, leadership and encouragement for those less inclined to take initiative. At a more obvious level, it means not dominating the discussion, interrupting, or reacting disrespectfully to others' opinions you may not share.

2. Critical Response Papers (30%)

Students are required to write two short papers that critically assess and apply theory and evidence from the week's reading to a policy problem of the student's choice. These papers should briefly summarize the main argument(s) from the reading, provide relevant background information on the topic/problem of interest, and then analyze the problem in light of the reading. Papers should be primarily analytical in nature, not a summary of the readings. Your goal is to develop an original argument (theoretical, empirical or methodological) which improves our understanding of the underlying issues of the week's topic through your thoughtful analysis of the chosen problem. These papers should be up to 1,500 words and must be posted to CourseWeb by 5:00 PM on Tuesday, the day before the seminar. All students must read these papers before the seminar meets, since we will devote some discussion to them.

3. Research Paper (50%)

Students are required to write a research paper that addresses a question in which ethnic politicization (broadly defined) serves either as a dependent or independent variable, and may (if the student chooses) speak to a policy question or issue by providing recommendations based on a theoretically- and empirically-informed analysis.

Writing the paper will proceed in six stages:

- January 23. First, you will lead a brief (5 minute) discussion of your initial research ideas in class. The purpose is to brainstorm with the class about your project. You do not need to have more than an idea of the topic on which you might work. If you wish, you may also come see me first to discuss your ideas.
- February 6. Second, you will write a 2-page research proposal, laying out the question you want to answer and how you plan to investigate it. The instructor will provide written feedback on the proposal.
- February 20. Third, you will write a revised and extended 4/5-page research proposal, building on feedback received on your first draft. The instructor will provide written feedback on the proposal.
- March 6. Fourth, you will write a draft of the paper's Introduction. The instructor will provide written feedback on the draft.
- April 3. Fifth, you should turn in a rough draft of your paper. Another student will provide written feedback on the draft.

- April 24. Finally, a final draft of your paper is due by 3:00 PM. You will deliver a presentation in class that is based on your final paper.

It should go without saying that the more thoughtful and complete is your work in the first stages of this assignment, the better the final product likely will be and the less you will have to scramble and panic in April to turn in a final draft. The research paper should be in the 20-25 page range. The project is worth 50% of the course grade. It is broken down as follows: the rough draft will be worth 10% of the course grade; the final draft is worth 35% of the course grade; the final presentation is worth 5% of the course grade.

Please be aware that barring extraordinary circumstances, I will not accept late assignments, nor will I give you a grade of “incomplete” for the course and allow you to finish the work in subsequent semesters.

Final Letter Grades

Your final grade will be assigned on the following scale:

| | | | | | | | | | | | |
|----|---|--------|----|---|-------|----|---|-------|----|---|----------|
| A | = | 94-100 | B+ | = | 87-89 | C+ | = | 77-79 | D+ | = | 67-69 |
| A- | = | 90-93 | B | = | 83-86 | C | = | 73-76 | D | = | 65-66 |
| | | | B- | = | 80-82 | C- | = | 70-72 | F | = | Below 65 |

Students receiving grades of “C+” or lower on early assignments are urged to meet with the instructor at the earliest opportunity to identify potential problems and develop strategies for improvement.

Cheating and plagiarism

All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at instructor level, as outlined in the University Guidelines on Academic Integrity: http://www.provost.pitt.edu/sites/default/files/academic_integrity_guidelines.pdf. This may include, but is not limited to the confiscation of the examination of any individual suspected of violating the University Policy. Take the time to familiarize yourself with the rules of citation and with GSPIA's policy (found in Appendix A of the online GSPIA Handbook of Academic Policies and Procedures). If you have any questions on how to cite sources correctly, please ask the professor directly. Unless clearly specified (for instance, group presentations), you are expected to complete all assignments individually.

Disability Statement

If you have a disability for which you are or may be requesting and accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Religious Observances

The University of Pittsburgh has a tradition of recognizing religious observances of members of the University community in instances where those observances may conflict with University activities. Examples of such occasions are Yom Kippur, Muharram, Diwali, and Good Friday, but other days of religious observance may also conflict with scheduled academic activities. When such conflict occurs, students and faculty should make a reasonable effort to reach mutually agreeable arrangements to reschedule the academic activity or provide a substitute activity or evaluation. Please make the instructor aware of any such conflicts as early in the term as possible so that we can make appropriate accommodations.

January 9: Course introduction and organization

January 16: What is ethnic identity?

- Henry E. Hale. 2004. "Explaining ethnicity." *Comparative Political Studies*, 37(4):458-485.

January 23: When is ethnicity politically important? Political competition

Discussion of students' initial research ideas

- Daniel N. Posner. 2017. "When and why do some social cleavages become politically salient rather than others?" *Ethnic and Racial Studies*, 40 (12): 2001-2019.
- Daniel Posner, Benn Eifert, and Edward Miguel. 2010. "Political Competition and Ethnic Identification in Africa." *American Journal of Political Science* 54 (2): 494-510.

January 30: When is ethnicity politically important? Social identity theory

- Henri Tajfel and John C. Turner. 2004. "The Social Identity Theory of Intergroup Behavior." In *Political Psychology*, pages 276-293.
- Christina M. Fong and Erzo F. P. Luttmer. 2009. "What Determines Giving to Hurricane Katrina Victims? Experimental Evidence on Racial Group Loyalty?" *American Economic Journal: Applied Economics* 1(2): 64-87.

February 6: Voting 1- Information shortcut

2-page research proposal due

- Kanchan Chandra. 2004. *Why Ethnic Parties Succeed*. New York: Cambridge University Press, chapter 2.
- Karen E. Ferree. 2006. "Explaining South Africa's Racial Census." *Journal of Politics* 68(4): 803-815.

February 13: Voting 2- Ethnic parties

- Kanchan Chandra. 2011. "What is an Ethnic Party?" *Party Politics*, 17(2):151-169.
- John D. Huber and Pavithra Suryanarayan. 2016. "Ethnic Inequality and the Ethnification of Political Parties: Evidence from India." *World Politics* 68(1): 149-188.

February 20: Public goods

4/5-page research proposal due

- Alberto Alesina, Reza Baqir, and William Easterly. 1999. "Public Goods and Ethnic Divisions." *Quarterly Journal of Economics* 114 (4): 1243-1284.

February 27: Labor market discrimination

- Marianne Bertrand and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." *American Economic Review* 94, i. 4: 991-1013.

March 6: Police discrimination

Introduction due

- Jason Sunshine and Tom R. Tyler. 2003. "The Role of Procedural Justice and Legitimacy in Shaping Public Support for Policing." *Law & Society Review* 37(3): 513-547.

- Jeremy West. 2018. "Racial Bias in Police Investigations." Working paper. URL: https://people.ucsc.edu/~jwest1/articles/West_RacialBiasPolice.pdf.

March 13: Spring Break

March 20: Institutional explanations of violence

- Steven I. Wilkinson. 2004. *Votes and Violence*. New York: Cambridge University Press. Pp. 1-9, 154-171, 204-241.

March 27: Social and psychological explanations of violence

- Donald L. Horowitz. 2001. *The Deadly Ethnic Riot*. Berkeley: University of California Press, ch. 13 (pp. 522-565).
- Paul Brass. 1997. *Theft of an Idol*. Princeton: Princeton University Press, ch. 3 (pp. 58-96).

April 3: Intergroup contact

Rough draft of paper due

- Gordon Allport. 1954. *The Nature of Prejudice*. New York: Basic Books, chapter 30 (pp. 479-500).
- Cyrus Samii. 2013. "Perils or promise of ethnic integration? Evidence from a hard case in Burundi." *American Political Science Review*, 107(3): 558-573.

April 10: Spatial segregation and integration

- Ryan D. Enos. 2017. *The Space Between Us: Social Geography and Politics*. New York: Cambridge University Press, chapters 3 and 6.

April 17: Social pressure and norms

- Avidit Acharya, Matthew Blackwell, and Maya Sen. 2016. "The Political Legacy of American Slavery." *The Journal of Politics*, 78(3):1-66.

April 24: Final papers due. Student presentations.