

Ethnic Conflict

PSC 387 – Fall 2020

Department of Political Science
Syracuse University

T/TH 11:00am–12:20pm

Room: Watson Theater

Course Zoom Room: Via Blackboard or <https://syracuseuniversity.zoom.us/j/93150245347>¹

Professor: Seth Jolly

Contact Information

Office: 100 Eggers Hall

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Course website: blackboard.syr.edu

Office Hours Zoom room: <https://syracuseuniversity.zoom.us/j/3780202535>

Office Hours via Zoom

Tuesday 3–4pm,

Thursday 2–3pm,

or by appointment

Teaching Assistant: Samantha Call

Contact Information

Email: srcall@syr.edu

Office Hours Zoom room: <https://syracuseuniversity.zoom.us/j/3361791925>

Office Hours

Wednesday 10–12,

or by appointment.

Course Overview

In this course, we will examine ethnicity and its effects on politics. We will engage the concept of ethnicity, how it structures politics and sparks conflict, and what political tools exist to manage these conflicts. In the first part of the course, we explore various definitions of ethnicity. Then we will study the many manifestations of political conflict that can be attributed to ethnic divisions within a society, ranging from discrimination to genocide. Finally, we will evaluate possible mechanisms for managing ethnic conflict. In all three segments of the course, we will draw material from around the world, in particular Africa, Asia, Europe, and North America; in your written assignments and in class discussions, however, I encourage you to bring in expertise, examples, and experiences from any part of the world.

Ethnicity is a crucial dividing line in nearly every society. Its political relevance is evident. Studying ethnic conflict brings together many fields of inquiry within and outside political science: comparative politics, international relations, sociology, economics, and psychology, among others. Though we approach the topic from a political standpoint, we will incorporate these alternative viewpoints and methods whenever possible.

¹Also available by telephone. Find your local number: <https://syracuseuniversity.zoom.us/u/amEoE0VFF>

Covid-19 Adjustments

This course will be taught in a hybrid format. Those who feel comfortable doing so will meet in person following all mask and social distancing protocols. Other students can join online via Zoom synchronously. The recordings will be made available after class in case there are issues with meeting synchronously, but since I hope to create a seminar style class, I encourage synchronous attendance with video on whenever possible.

Syracuse University's *Stay Safe Pledge* reflects the high value that we, as a university community, place on the well-being of our community members. This pledge defines norms for behavior that will promote community health and wellbeing. Classroom expectations include the following: wearing a mask that covers the nose and mouth at all times, maintaining a distance of six feet from others, and staying away from class if you feel unwell. Students who do not follow these norms will not be allowed to continue in face-to-face classes; repeated violations will be treated as violations of the Code of Student Conduct and may result in disciplinary action.

Please note that eating and drinking require the lowering of the face mask, creating a potentially dangerous situation. For this reason, students are not allowed to eat or drink in class during the COVID-19 pandemic. If you need a water break, you are welcome to take a short break.

Course Expectations and Requirements

1. Attendance is expected, with the understanding that COVID-19 makes that more complicated than normal times. Do the best you can. But attendance is only one component of successful participation. The course follows a seminar/lecture format, and much of the course will be spent discussing the readings and relevant current events. Your primary responsibilities will be to come to class on time prepared to engage in discussion about the material.
2. Reading the required assignments, typically about 40 – 50 pages per session. Your written work for the course needs to demonstrate familiarity with and understanding of the literature by making references to the readings. In addition to class readings, you should follow current events regarding ethnic conflict. When appropriate, we will discuss current events.
3. If class participation is lacking, I reserve the right to administer quizzes on the readings. If given, quizzes will be incorporated into your participation grade.
4. You will complete 6 response papers (2 pages each). More detailed instructions for the response papers will be distributed during class. You must choose two classes from each section of class (i.e., I. Understanding Ethnicity, II. Ethnic Conflict, III. Managing Ethnic Conflict). Written response papers are due via Turnitin at *the beginning* of the relevant class session. Because of the nature of the assignment, extensions are not allowed, but we can work something out if necessary.
5. You will complete two short research papers (5–6 pages). More detailed instructions for each assignment will be distributed during class, at least one week prior to the due date. Written assignments are due via Turnitin at the beginning of the class session listed in the syllabus. Late assignments will be penalized 1/2 letter grade for each 24 hour delay, but extensions will be allowed if requested.

Learning Outcomes

- To help you understand the concepts of ethnicity and ethnic conflict.
- To help you become a better consumer of international and national political economic news.
- To help you develop better analytical and communication skills.

Evaluation

Papers (2)	30%
Response Papers (6)	54%
Participation	16%

Required Books

Gourevitch, Philip. 1999. *We Wish To Inform You That Tomorrow We Will Be Killed with Our Families: Stories from Rwanda*. New York: Picador. ISBN: 0312243359.

Horowitz, Donald L. 2000 [1985]. *Ethnic Groups in Conflict*. Berkeley: University of California Press. 2nd ed. ISBN: 9780520227064. (abbreviated *EGC*)

Minow, Martha. 1999. *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*. New York: Beacon Press. ISBN: 9780807045077.

The remaining readings are available via Blackboard under the Documents tab (abbreviated [BB]).

Meeting and Assignment Schedule

1. Introduction & Overview (Tuesday, 25 August)

In-class Assignment: Please write one or two paragraphs on how you conceive of ethnicity. How do you define ethnicity? What constitutes an ethnic group? What criteria distinguishes ethnicity from other politically salient characteristics?

Part I. Understanding Ethnicity

2. Ethnicity (Thursday, 27 August)

Required Readings

EGC parts of Ch. 1 “Dimensions of Ethnic Conflict” (pp. 3–12 & pp. 41–54)

Chandra, Kanchan. 2006. “What is Ethnic Identity and Does It Matter?” *Annual Review of Political Science* 9: 397–424. [BB]

Supplementary Readings

EGC Ch. 1 “Dimensions of Ethnic Conflict” (pp. 3–54)

3. Theories of Ethnicity: Primordialism & Rationality (Tuesday, 1 September)

Required Readings

EGC parts of Ch. 2 “A Family Resemblance” (pp. 55–64 & pp. 83–92)

Hutchinson, John and Anthony D. Smith, eds. 1996. *Ethnicity*. New York: Oxford University Press. [BB]

- Clifford Geertz “Primordial Ties” (pp. 40–45)
- Walker Connor “Beyond Reason: The Nature of the Ethnonational Bond” (pp. 69–74)
- Michael Hechter “Ethnicity and Rational Choice Theory” (pp. 90–98)

4. Ethnic Options in America (Thursday, 3 September)

Required Readings

Waters, Mary C. 1990. *Ethnic Options: Choosing Identities in America*. “Chapter 3: Influences on Ancestry Choice.” Berkeley: University of California Press, pp. 52–89. [BB]

Hochschild, Jennifer and Vesla Mae Weaver. 2010. “‘There’s No One as Irish as Barack O’Bama’: The Policy and Politics of American Multiracialism.” *Perspectives on Politics* 8.3 (September): 737–759. [BB]

Lemi, Danielle Casarez. 2020. “Will Kamala Harris’s multiracial background help or hurt in attracting voters?” *Washington Post’s The Monkey Cage*. Available at <https://wapo.st/3aDs5at> [BB]

Supplementary Readings

Lemi, Danielle Casarez and Nadia E. Brown. 2020. “The Political Implications of Colorism Are Gendered.” *PS: Political Science and Politics*.

Video: Watts Smith, Candice. 2020. “3 Myths about Racism.” TEDxPSU. Available at <https://bit.ly/2E1ywIy>

5. Is Ethnicity a Constant, or Can it Change? (Tuesday, 8 September)

Required Readings

EGC part of Ch. 2 “A Family Resemblance” (pp. 64–74)

Huntington, Samuel P. 2004. “The Hispanic Challenge.” *Foreign Policy* 141 (March/April): 30–45. [BB]

Citrin, Jack, Amy Lerman, Michael Murakami, and Kathryn Pearson. 2007. “Testing Huntington: Is Hispanic Immigration a Threat to American Identity?” *Perspectives on Politics* 5.1: 31–48. [BB]

6. Which Ethnicities Matter? (Thursday, 10 September)

Required Readings

Posner, Daniel N. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi." *American Political Science Review* 98.4 (November): 529–545. [BB]

Yi Dionne, Kim. 2015. "Social networks, ethnic diversity, and cooperative behavior in rural Malawi." *Journal of Theoretical Politics* 27.4: 522–543. [BB]

7. Preliminaries from Psychology (Tuesday, 15 September)

Required Readings

Allport, Gordon W. [1954] 1979. *The Nature of Prejudice*. "Chapter 16: The Effect of Contact." New York: Basic Books, 261–282. [BB]

Pettigrew, Thomas F. 1998. "Intergroup Contact Theory." *Annual Review of Psychology* 49: 65–85. [BB]

Supplementary Readings

Tajfel, Henri. 1982. "Social Psychology of Intergroup Relations." *Annual Review of Psychology* 33: 1–39.

Part II. Ethnic Conflict and Its Many Forms

8. Theories of Ethnic Violence (Thursday, 17 September)

Required Readings

EGC Ch. 3 "Conflict Theory and Conflict Motives" (pp. 95–140)

9. Rwanda & The Banality of Evil (Tuesday, 22 September)

Required Readings

Miller, Stephen. 1998. "A note on the banality of evil." *Wilson Quarterly Washington* Autumn: 54. [BB]

Goldhagen, Daniel. 1992. "The Evil of Banality" *The New Republic* (July 13): 49–52. [BB]

Strauss, Scott. 2006. *The Order of Genocide. Race, Power, and War in Rwanda*. Ch. 1 "Background to the Genocide." Ithaca: Cornell University Press, 17–40.[BB]

Supplementary Readings

Arendt, Hannah. 1963. "Eichmann in Jerusalem." *The New Yorker* 16 February. [BB]

Luft, Aliza. 2015. "Toward a Dynamic Theory of Action at the Micro Level of Genocide: Killing, Desistance, and Saving in 1994 Rwanda." *Sociological Theory* 33.2: 148–172.

Percival, Valerie and Thomas Homer-Dixon. 1995. "Getting Rwanda Wrong." *Saturday Night* 110.7 (September): 47–49. [BB]

10. Rwanda Genocide I (Thursday, 24 September)

Class all-online

Required Readings

Gourevitch, Philip. 1999. *We Wish To Inform You That Tomorrow We Will Be Killed with Our Families: Stories from Rwanda*. New York: Picador, 5–74 (Prologue through Ch. 5).

Paper 1 draft due for Peer Editing. Be prepared to share.

First Paper Due 29 September

11. Rwanda Genocide II (Tuesday, 29 September)

Required Readings

Gourevitch, pp. 75–146 (Ch. 6 through Ch. 10).

In-Class Film, Part I: *The Ghosts of Rwanda*

12. Rwanda Genocide III (Thursday, 1 October)

Required Readings

Gourevitch, pp. 147–226 (Ch. 11 through Ch. 14).

In-Class Film, Part 2: *The Ghosts of Rwanda*

13. Rwanda Genocide IV (Tuesday, 6 October)

Finish In-Class Film: *The Ghosts of Rwanda*

14. Rwanda: International Intervention (Thursday, 8 October)

Required Readings

Gourevitch, pp. 227–256 (Chs. 15 and 16), 303–320 (Ch. 20), 342–353 (Ch. 22).

Power, Samantha. 2001. "Bystanders to Genocide." *Atlantic Monthly* 288.2 (September): 84–108, especially sections XII and XIII.

Supplementary Readings

- Dallaire, Roméo. 2003. *Shake Hands With The Devil. The Failure of Humanity in Rwanda*. New York: Carroll & Graf Publishers.
- Gourevitch, Philip. 2009. “The Life After.” *The New Yorker* 4 May 2009: 36–49.
- Mamdani, Mahmood. 2002. *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*. Princeton: Princeton University Press.
- Power, Samantha. 2002. *“A Problem from Hell”: America and the Age of Genocide*. New York: Basic Books.
- Strauss, Scott. 2006. *The Order of Genocide. Race, Power, and War in Rwanda*. Ithaca: Cornell University Press

15. International Intervention: Bosnia (Tuesday, 13 October)

Required Readings

- Moore, Jonathan, ed. 1998. *Hard Choices: Moral Dilemmas in Humanitarian Intervention*. New York: Rowan and Littlefield. [BB]
- Annan, Koffi A. “Peacekeeping, Military Intervention, and National Sovereignty in Internal Armed Conflict” (pp. 55–69)
- Power, Samantha. 2002. “A Problem From Hell.” *America and the Age of Genocide*. Parts of chapter 9 “Bosnia: ‘No More than Witnesses at a Funeral.’” New York: Basic Books, 247–263 and 304–327.[BB]

Supplementary Readings

- Moore, Jonathan, ed. 1998. *Hard Choices: Moral Dilemmas in Humanitarian Intervention*. New York: Rowan and Littlefield. [BB]
- Dallaire, Roméo A. “The End of Innocence: Rwanda 1994” (pp. 71–86)
- Posen, Barry. 1993. “The Security Dilemma and Ethnic Conflict.” *Survival* 35.1 (Spring): 27–47. [BB]
- Jentleson, Bruce. 1998. “Preventive Diplomacy and Ethnic Conflict: Possible, Difficult, Necessary.” In David A. Lake and Donald Rothchild, eds. *The International Spread of Ethnic Conflict*. Princeton: Princeton University Press, 293–316. [BB]

16. Race and the US Criminal Justice System (Thursday, 15 October)

Required Readings

- Baumgartner, Frank R., Derek A. Epp, Kelsey Shoub, and Bayard Love. 2017. “Targeting young men of color for search and arrest during traffic stops: evidence from North Carolina, 2002–2013.” *Politics, Groups, and Identities* 5.1: 107–131. [BB]
- Porter, Ethan V., Thomas Wood, and Cathy Cohen. 2018. “The public’s dilemma: race and political evaluations of police killings.” *Politics, Groups, and Identities* DOI: 10.1080/21565503.2018.1528162.

Supplementary Readings

- Baumgartner, Frank R., Amanda J. Grigg, and Alisa Mastro. 2015. “#BlackLivesDon’tMatter: race-of-victim effects in US executions, 1976–2013.” —*emphPolitics, Groups, and Identities* 3.2: 209–221.
- Jackson, Jenn M. 2019. “Black Americans and the ‘crime narrative’: comments on the use of news frames and their impacts on public opinion formation.” *Politics, Groups, and Identities* 7.1: 231–241. [BB]
- McGowen, Ernest B. and Kristin N. Wylie. 2020. “Racialized differences in perceptions of and emotional responses to police killings of unarmed African Americans.” *Politics, Groups, and Identities* 8.2: 396–406.
- Soss, Joe and Vesla Weaver. 2017. “Police Are Our Government: Politics, Political Science, and the Policing of Race–Class Subjugated Communities.” *Annual Review of Political Science* <https://doi.org/10.1146/annurev-polisci-060415-093825><https://doi.org/10.1146/annurev-polisci-060415-093825>
- Woodly, Deva. 2017. “BLACKLIVESMATTER and the Democratic Necessity of Social Movements.” Available at <http://blogs.law.columbia.edu/uprising1313/deva-woodly-blacklivesmatter-and-the-democratic-necessity-of-social-movements/>
- Video recording of a roundtable on “Race and the Criminal Justice System: Where do we go from here?” with leading scholars of race, policing, punishment, the American criminal justice system, including Syracuse’s Prof. Jenn M. Jackson. <https://vimeo.com/426121822>

17. Globalization and Ethnic Conflict (Tuesday, 20 October)

Required Readings

- Chua, Amy. 2003. *World on Fire*. New York: Doubleday.
- Ch. 5 “Backlash Against Markets” (pp. 127–146)
 - Ch. 6 “Backlash Against Democracy” (pp. 147–162)
 - Ch. 7 “Backlash Against Market-Dominated Minorities” (pp. 163–176)

18. Sources of Conflict: Comparisons & Legitimacy (Thursday, 22 October)

Required Readings

- EGC* Ch. 4 “Group Comparison and the Sources of Conflict” (pp. 141–184)
- EGC* Part of Ch. 5 “Group Entitlement and the Sources of Conflict” (pp. 201–209)

Supplementary Readings

- EGC* Ch. 5 “Group Entitlement and the Sources of Conflict” (pp. 185–228)

Part III. Managing Ethnic Conflict

19. Horowitz on Federalism (Sunday, 25 October)

Video on your own. Available for meetings by request.

Horowitz, Donald. 2014. “Bernstein Lecture 2014: Donald Horowitz, Federalism for Severely Divided Societies.” <https://www.youtube.com/watch?v=FNI5KJWVKWE>

20. Structural Techniques: Federalism & Elections (Tuesday, 27 October)

Required Readings

EGC Part of Ch. 14 “Ethnic Policy: The Constraints and Opportunities” (pp. 597–600)

EGC Ch. 15 “Structural Techniques to Reduce Ethnic Conflict” (pp. 601–652)

Supplementary Readings

EGC Ch. 14 “Ethnic Policy: The Constraints and Opportunities” (pp. 563–600)

On federalism:

Hechter, Michael. 2000. “Nationalism and Rationality.” *Studies in Comparative International Development* 35.1 (Spring): 3–19. [BB]

On electoral reform:

Horowitz, Donald. 1991. *A Democratic South Africa? Constitutional Engineering in a Divided Society*. Berkeley: University of California Press, esp. Ch. 5 (pp. 163–203). [BB]

Reilly, Benjamin. 2001. *Democracy in Divided Societies*. Ch. 4 “The Rise and Fall of Centripetalism in Papua New Guinea.” New York: Cambridge University Press, 58–94. [BB]

On ethnic parties:

EGC Ch. 7–10 (pp. 291–364)

21. Consociational Democracy (Thursday, 29 October)

Required Readings

Lijphart, Arend. 1977. *Democracy in Plural Societies: A Comparative Exploration*. Ch. 2 “Consociational Democracy.” New Haven: Yale University Press, 25–52. [BB]

First read Lijphart, then:

Lemarchand, René. 2007. “Consociationalism and Power Sharing in Africa: Rwanda, Burundi, and the Democratic Republic of the Congo.” *African Affairs* 106.422: 1–20. [BB]

Supplementary Readings

Barry, Brian. 1975. “The Consociational Model and Its Dangers.” *European Journal of Political Research* 3 (December): 393–412.

Lijphart, Arend. 1985. *Power-Sharing in South Africa*. Berkeley, CA: Institute of International Studies, University of California.

Lijphart, Arend. 2004. "Constitutional Design for Divided Societies." *Journal of Democracy* 15.2 (April): 96–109.

Horowitz, Donald. 1991. *A Democratic South Africa?* Berkeley: University of California Press.

22. Structural Techniques: Discrimination and Preferential Policies (Tuesday, 3 November)

Required Readings

EGC Ch. 16 "Preferential Policies to Reduce Ethnic Conflict" (pp. 653–680).

Adida, Claire L., David D. Laitin, and Marie-Anne Valfort. 2010. "Identifying barriers to Muslim integration in France." *PNAS* 107.52 (December 28): 22384–22390.

Supplementary Readings

Bdelgadir, A., and Fouka, V. 2020. "Political Secularism and Muslim Integration in the West: Assessing the Effects of the French Headscarf Ban." *American Political Science Review* 114.3: 707–723.

DeSante, Christopher. 2013. "Working Twice as Hard to Get Half as Far: Race, Work Ethic, and America's Deserving Poor." *American Journal of Political Science*.

Friedman, Milton. 1962. *Capitalism and Freedom*. Ch. VII "Capitalism and Discrimination." Chicago: University of Chicago, 108–118. [BB]

Moss, Philip and Chris Tilly. 1995. "Raised Hurdles for Black Men: Evidence from Interviews with Employers." Russell Sage Foundation, November, 1–15.

23. Secessionism (Thursday, 5 November)

Required Readings

EGC Ch. 6 "The Logic of Secessions and Irredentas" (pp. 229–281, skim 281–288)

Buchanan, Allen. 1995. Ch. 17 "The Morality of Secession." In Will Kymlicka, ed. *The Rights of Minority Cultures*. New York: Oxford University Press, 350–374. [BB]

Supplementary Readings

Downes, Alexander. 2001. "The Holy Land Divided: Defending Partition as a Solution to Ethnic Wars." *Security Studies* 10 (Summer): 58–116.

Kaufmann, Chaim. 1996. "Possible and Impossible Solutions to Ethnic Civil Wars." *International Security* 20.4 (Spring): 136–175. [BB]

Sambanis, Nicolas. 2000. "Ethnic Partition as a Solution to Ethnic War: An Empirical Critique of the Theoretical Literature." *World Politics* 52.4 (July): 437–482.

24. Ethnic Violence and the Electoral Process (Tuesday, 10 November)

Required Readings

Wilkinson, Steven I. 2004. *Votes and Violence: Electoral Competition and Ethnic Riots in India*. New York: Cambridge University Press. [BB]

- Ch. 1 “The Electoral Incentives for Ethnic Violence” (pp. 1–18)
- Ch. 5 “The Electoral Incentives for Hindu-Muslim Violence.” (pp. 137–171)
- Ch. 8 “Democracy and Ethnic Violence” (pp. 236–241)

In-class movie: PBS. 2002. “Soul of India.” <https://www.pbs.org/wnet/wideangle/video/soul-of-india-video-full-episode/1062/>

Supplementary Readings

Mill, John Stuart. 1861. *Considerations on Representative Government*. Ch. 16 “Of Nationality as Connected with Representative Government.” (pp. 308–319) [BB]

More videos on Gujarat

- Democracy Now!. 2007. https://www.democracynow.org/2007/12/5/explosive_report_by_indian_magazine_exposes
- Sharma, Rakesh (director). 2003. “Final Solution.” <https://vimeo.com/329340055>

25. Trials (Thursday, 12 November)

Class all-online

Required Readings

Minow Ch. 3 “Trials.” Boston: Beacon Press, 25–51.

Kissinger, Henry. 2001. “The Pitfalls of Universal Jurisdiction.” *Foreign Affairs* 80.4 (July/August): 86–96. [BB]

Roth, Kenneth. 2001. “The Case for Universal Jurisdiction.” *Foreign Affairs* 80.5 (Sept/Oct): 150–154.[BB]

Case Study: Sudan

“Fleeing the horsemen who kill for Khartoum.” May 15, 2004. *The Economist*. [BB]

“A Warrant for Bashir.” March 5, 2009. *The Economist*. [BB]

“Braced for the Aftershock.” March 5, 2009. *The Economist*. [BB]

Supplementary Readings

Dempsey, Gary. 2006. “Not-So-Supreme Court.” *National Review Online*. (9 April).

Human Rights Watch. 2004. “Darfur in Flames: Atrocities in Western Sudan.” 16.5 (April).

Paper 2 draft due for Peer Editing. Be prepared to share.

Second Paper Due 11/17

26. Truth Commissions (Tuesday, 17 November)

Required Readings

Gourevitch, Philip. 2009. "The Life After." *The New Yorker* 85.12 (4 May): 36–49. [BB]
Minow Ch. 4 "Truth Commissions" (pp. 52–90)

Supplementary Readings

Linfield, Susie. 2010. "Living with the Enemy." *Guernica. a magazine of art & politics* 1 July.
Available at: https://www.guernicamag.com/features/linfield_7_1_10/. [BB]

27. Case Study: South Africa (Thursday, 19 November)

Required Readings

Boraine, Alex. 2000. Ch. VII "Truth and Reconciliation in South Africa: The Third Way." In Robert I. Rotberg and Dennis Thompson, eds. *Truth V. Justice*. Princeton: Princeton University Press, 141–157. [BB]
Krog, Antjie. 1998. *Country of My Skull*. Chapter 6 "The Wet Bag And Other Phantoms." New York: Three Rivers Press, 89–99. [BB]
Mandela, Nelson. 2003. *Nelson Mandela: In His Own Words*. Selections: "No Easy Walk to Freedom" and "I Am Prepared to Die." New York: Little, Brown and Company, 15–17 & 27–42. [BB]
Tutu, Desmond. 1999. *No Future Without Forgiveness*. Chapter 1 "The Prelude." New York: Image, 3–12. [BB]

Supplementary Readings

Krog, Antjie. 1998. *Country of My Skull*. Chs. 3–5. New York: Three Rivers Press, 37–88. [BB]
Minow, Martha. 2000. Ch. XII "The Hope for Healing: What Can Truth Commissions Do?" In Robert I. Rotberg and Dennis Thompson, eds. *Truth V. Justice*. Princeton: Princeton University Press, 235–260. [BB]

28. Reparations and Facing History (Tuesday, 24 November)

Required Readings

Minow Ch. 5 "Reparations" and Ch. 6 "Facing History" (pp. 91–147)

Supplementary Readings

Coates, Ta-Nehisi. 2014. "The Case for Reparations." *The Atlantic Monthly* 313.5 (June): 54–71. [BB]

University Policies

Academic Integrity

Syracuse University's academic integrity policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The university policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same written work in more than one class without receiving written authorization in advance from both instructors. The presumptive penalty for a first instance of academic dishonesty by an undergraduate student is course failure, accompanied by a transcript notation indicating that the failure resulted from a violation of academic integrity policy. The presumptive penalty for a first instance of academic dishonesty by a graduate student is suspension or expulsion. SU students are required to read an online summary of the university's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. For more information and the complete policy, see academicintegrity.syr.edu.

Academic dishonesty will not be tolerated. If I suspect academic dishonesty or plagiarism, I will submit formal reports to the Dean of the College of Arts and Sciences. Also, www.plagiarism.org is a useful website for tips on citations and other writing resources.

Statement Regarding Disability-Related Accommodations

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), disabilityservices.syr.edu, located in Room 309 of 804 University Avenue, or call (315) 443-4498, TDD: (315) 443-1371 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Diversity and Disability

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. My goal is to create learning environments that are useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, I invite any student to meet with me to discuss additional strategies beyond accommodations that may be helpful to your success.

Religious Observances Policy

SU's religious observances notification and policy, found at <http://hendricks.syr.edu/spiritual-life/index.html>, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes and by the submission deadline for flexibly formatted classes. For fall and spring semesters, an online notification process is available for students in **My Slice/StudentServices/Enrollment/MyReligiousObservances/Add a Notification**.

Campus Resources

There may be times during the semester that you need assistance, academically or otherwise. There are a wide variety of campus resources that may be able to help. Please consider using help when you need it. If you don't know what type of help you need, you can ask me or other faculty in CCE.

- Counseling Center: <http://counselingcenter.syr.edu/faculty-staff/helping-students-in-distress.html>
- Writing Center: <https://thecollege.syr.edu/writing-center/>
- Tutoring Services: Center for Learning and Student Success: <https://class.syr.edu>
- Financial Counseling: <http://financialaid.syr.edu/financialliteracy/>
- Sexual Harassment/Title IX Concerns: Sheila Johnson-Willis, compliance officer sjohnson@syr.edu (315) 443-0211
- Career Services: <https://thecollege.syr.edu/student-success/>
- Other personal health resources: <http://dailyorange.com/2018/08/heres-breakdown-personal-health-resources-available-su-students/>

Harassment

Federal and state law, and University policy prohibit discrimination and harassment based on sex or gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If a student has been harassed or assaulted, they can obtain confidential counseling support, 24-hours a day, 7 days a week, from the Sexual and Relationship Violence Response Team at the Counseling Center (315-443-4715, 200 Walnut Place, Syracuse, New York 13244-5040). Incidents of sexual violence or harassment can be reported non-confidentially to the University's Title IX Officer (Sheila Johnson Willis, 315-443-0211, titleix@syr.edu, 005 Steele Hall). Reports to law enforcement can be made to the University's Department of Public Safety (315-443-2224, 005 Sims Hall), the Syracuse Police Department (511 South State Street, Syracuse, New York, 911 in case of emergency or 315-435-3016 to speak with the Abused Persons Unit), or the State Police (844-845-7269). I will seek to keep information you share with me private to the greatest extent possible, but as a professor I have mandatory reporting responsibilities to share information regarding sexual misconduct, harassment, and crimes I learn about to help make our campus a safer place for all.

Last updated: August 24, 2020.