

Ethnic Conflict

PSC 387 – Fall 2023

Department of Political Science

Syracuse University

T/TH 9:30am–10:50am

Room: Sims Hall 237

Professor: Seth Jolly (he/him/his)

Contact Information

Office: 325 Eggers Hall

Phone: (315) 443-8678

Email: skjolly@syr.edu

Course website: blackboard.syr.edu

Office Hours in Eggers 325:

Tuesday 3:30–4:30pm or by appointment

Student Drop-in hours in Eggers Cafe:

Thursday 11am–12pm

Teaching Assistant: Maddy Rhinehart (she/her/hers)

Contact Information

Email: mprhineh@syr.edu

Office: Eggers 047

Office Hours

Monday 11-12,

Wednesday 10-11,

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.

Course Expectations and Requirements

1. Attendance is required, and absences will adversely affect the participation grade. 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. If you miss more than 4 classes without proper University documentation, your **overall course grade** will be lowered by 1/2 letter grade per absence.
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. Laptops, cell phones, and other electronic devices may not be used during class without the permission of the instructor. Research shows that the use of laptops **hinders learning** for students and for nearby peers as well. Multitasking is unfortunately **distracting and cognitively challenging**. In addition, research suggests that students take notes **more effectively** with paper and pen than when they write on laptops.
4. 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.
5. You will complete 4 response papers (2 pages each). More detailed instructions for the response papers will be distributed during class. You must choose one class from each section of class and then one additional class (i.e., I. Understanding Ethnicity, II. Ethnic Conflict, III. Managing Ethnic Conflict). Written response papers are due, in hard copy, at the beginning of the relevant class session.
6. You will complete one (3–4 page) interview analysis paper. 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 considered if requested in advance.
7. You will complete two short research papers (5–6 pages). More detailed instructions for each assignment will be distributed during class, at least two weeks prior to the due date. We will have peer editing sessions the class before the due date. No hard copy draft will result in a 10% final paper grade penalty. 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 considered if requested in advance.

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, especially through writing.

Evaluation

Research Papers (2)	40%
Interview analysis paper	15%
Response Papers (4)	30%
Participation	15%

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, 17 January)

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, 19 January)

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, 24 January)

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, 26 January)

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]

5. Is Ethnicity a Constant, or Can it Change? (Tuesday, 31 January)

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, 2 February)

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]

7. Race and the US Criminal Justice System (Tuesday, 7 February)

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*. [BB]

Supplementary Readings

Hurwitz, Jon, Mark Peffley, and Jeffery Mondak. 2015. “Linked Fate and Outgroup Perceptions: Blacks, Latinos, and the U.S. Criminal Justice System.” *Political Research Quarterly* 68: 505–520. [BB]

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]

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>.

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, and the American criminal justice system, including Syracuse’s Prof. Jenn M. Jackson. <https://vimeo.com/426121822>

8. Contact Theory (Thursday, 9 February)

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

Berinsky, Adam J., Christopher F. Karpowitz, Zeyu Peng, Jonathan A. Rodden, and Cara J. Wong. 2022. “How Social Context Affects Immigration Attitudes.” *Journal of Politics* [BB]

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

First Paper Due 14 February

Part II. Ethnic Conflict and Its Many Forms

9. Theories of Ethnic Violence (Tuesday, 14 February)

Required Readings

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

10. Rwanda Genocide I (Thursday, 16 February)

Required Readings

Gourevitch, pp. 5–74 (Prologue through Ch. 5).

11. Rwanda Genocide II (Tuesday, 21 February)

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, 23 February)

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, 28 February)

Required Readings

Excerpts from Jean Hatzfeld's *The Machete Season*. [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.

Finish Gourevitch readings.

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

14. Rwanda & The Banality of Evil (Thursday, 2 March)

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]

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

Interview Analysis Paper Due March 7th

15. Rwanda: International Intervention (Tuesday, 7 March)

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.

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

16. International Intervention: Bosnia (Thursday, 9 March)

Required Readings

Moore, Jonathan, ed. 1998. *Hard Choices: Moral Dilemmas in Humanitarian Intervention*. New York: Rowan and Littlefield. [BB]

- Annan, Kofi 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

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]

Spring Break (12 March–19 March)

17. Sources of Conflict: Comparisons & Legitimacy (Tuesday, 21 March)

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)

18. Macro-Level Economic Effects of Ethnic Divisions (Thursday, 23 March)

Required Readings

Easterly, William. 2002. *Elusive Quest for Growth*. Boston: MIT Press, Ch. 13 “Polarized Peoples” (255–81).

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

Supplementary Reading

Easterly, William and Ross Levine. 1997. “Africa’s Growth Tragedy: Policies and Ethnic Divisions.” *Quarterly Journal of Economics* 112.4 (November): 1203–1250.

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.

Part III. Managing Ethnic Conflict

19. Structural Techniques: Federalism (Tuesday, 28 March)

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. 601–627)

Supplementary video

Horowitz, Donald. 2014. “Bernstein Lecture 2014: Donald Horowitz, Federalism for Severely Divided Societies.” <https://www.youtube.com/watch?v=FNl5KJWVKWE>

Supplementary Readings

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

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

20. Structural Techniques: Elections (Thursday, 30 March)

Required Readings

EGC Ch. 15 “Structural Techniques to Reduce Ethnic Conflict” (pp. 628–652)

Supplementary Readings

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 (Tuesday, 4 April)

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.

Selway, Joel and Kharis Templeman. 2012. “The Myth of Consociationalism? Conflict Reduction in Divided Societies.” *Comparative Political Studies* 45: 1542–1571.

22. Ethnic Violence and the Electoral Process (Thursday, 6 April)

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

23. Structural Techniques: Discrimination & Preferential Policies (Tuesday, 11 April)

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.

24. Secessions (Thursday, 13 April)

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.

25. Trials (Tuesday, 18 April)

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]

26. Truth Commissions (Thursday, 20 April)

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]

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

Second Paper Due 25 April

27. Case Study: South Africa (Tuesday, 25 April)

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]

28. Reparations and Facing History (Thursday, 27 April)

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

The Syracuse University Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the Policy and know that it is their responsibility to learn about instructor and general academic expectations with regard to proper citation of sources in written work. The policy also governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities. Serious sanctions can result from academic dishonesty of any sort. 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

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to contact me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process.

If you would like to discuss disability-accommodations or register with CDR, please visit Center for Disability Resources. Please call (315) 443-4498 or email disabilityresources@syr.edu for more detailed information.

The CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process.

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/>
- 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 (315-443-8000, Barnes Center at The Arch, 150 Sims Drive, Syracuse, New York 13244). 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 with the University's Title IX Officer to help make our campus a safer place for all.