DOMINANCE AND DIFFERENCE:
ETHNIC POLITICS IN COMPARATIVE PERSPECTIVE

“A Revealing Map of the World’s Most and Least Ethnically Diverse Countries.”

Department of Government
Harvard University
Spring 2019

Class Meeting Times: Wednesdays 12:00pm – 2:45pm
Film Screening Location: CGIS Knafel, Room K450

Course Site: https://canvas.harvard.edu/courses/50750

Professor: Dr. Gloria Y.A. Ayee
Email: gloriaayee@fas.harvard.edu
Telephone: (919) 886-7892

Office Hours: Wednesdays 3:30pm - 5:30pm, and by appointment
Office Location: 1730 Cambridge Street, CGIS South, Room S-309

This syllabus is intended to provide an overview of the course. Scheduling and dates may vary. While the syllabus should be a reliable guide for the course, official announcements are always those made in class by the instructor.

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“It is almost an axiom of politics that ethnicity shapes political participation. In most countries, individuals join political parties, evaluate policies, and vote based in part on their ethnic identification. Political parties, meanwhile, choose candidates, forge alliances, design platforms, and employ certain types of rhetoric and symbols in efforts to attract voters of particular ethnicities.” - Raúl L. Madrid

**COURSE DESCRIPTION**

*Global Ethnic Politics or Dominance and Difference: Ethnic Politics in Comparative Perspective* is an advanced undergraduate reading and writing seminar on ethnic politics and social stratification. This course examines the political implications of ethnic identities in different parts of the world. The course provides a comparative, global analysis of race and ethnicity, and is designed to help students understand the history, dynamics, and salience of ethnic inequality and political cleavage. Issues under consideration include definitions of ethnicity, colonization, nationhood, the politics and political history of indigenous peoples, the history and persistence of White supremacy, multiculturalism, “traditional” and “modern” forms of racism, legacies of slavery, rebellion and survival, ethnic political mobilization, panethnicity, diasporas and transnationalism, migration, cultural differences in liberal-democratic states, ethnic cleansing and genocide, and contemporary racial stratification.

We will examine the definitions of, and meanings attached to, the terms *ethnicity* and *race*. Using an identity politics framework, we will discuss the determinants of membership in different ethnic and racial groups, and the implications of membership. We will read theoretical treatments as well as case studies that address issues of the political consequences of racial and ethnic classifications in various regions of the world, including Africa, Europe, Latin America, North America, and South Asia. The following questions will guide our study of the role of ethnicity in global politics: In what ways does ethnicity matter for economic, social, and political outcomes? How do the historical, racialized experiences of indigenous and minority groups shape contemporary racial attitudes and experiences? What is the nature of ethnic inequality in different regions of the world today? What is ethnic voting and where does it occur? Why are political parties created along ethnic lines in some countries, but not in others? What are the primary intra- and inter-group dynamics that shape contemporary minority group politics? How does the politics of ethnicity intersect with the politics of class and gender? What opportunities and challenges exist for mobilizing marginalized groups? What is the relationship between ethnic politics and political violence? In this course, we will explore and use analytical perspectives such as symbolic politics, political opportunity theory, indigenismo, resource mobilization, and post-colonialism. Students are expected to already have a basic understanding of the concepts of ethnicity and racial ideology.

**COURSE GOALS**

The goals of this course are as follows. First, and foremost, I want students to gain substantive knowledge about the economic, social, and political structures that affect ethnic politics around the world. The second goal is for students to learn how to write analytical research papers. The research paper will be an excellent opportunity for you to improve your skills of making, presenting, and supporting a nuanced argument. Given the broad range of issues that are covered in this course, I expect students to conduct research on paper topics that are related to the issue areas covered throughout the semester, unless a student has a specific reason for wanting to explore a different topic.

The major themes covered in this course are: The Construction of Ethnic and Racial Identities; White Supremacy; Ethnic Mobilization; Political Power and Ethnic Identity; Ethnic Parties and Voting; Nations and Nationalism; Ethnicity, Nation, Race, and Racism; Global Racial and Ethnic Systems; Multiracial and Multiethnic Groups in a Racial System; Colonialism, Ethnic Conflict, and Racism; Race and Ethnicity in Latin America and the Caribbean;

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Racial and Ethnic Minorities in Asia and Europe; Race and Indigenous Groups (Australia and New Zealand); Racial and Ethnic Politics in the United States; Race and Indigenous Groups (United States and Canada); Racial and Ethnic Politics in Africa; Ethnic and Nationalist Violence; Genocide and Ethnic Cleansing; National and International Responses to Ethnic Conflict and Racial Violence; Democratization and Ethnic Conflict; Diasporas and Transnationalism.

COURSE TEXTS

The following texts will be used for this course:


Required texts are available for purchase, or renting, at The Harvard Coop. Please visit the link below: https://tinyurl.com/300-W19-GOVT-94YG-1

Supplementary materials, including journal articles, select book chapters, essays, news articles, and other online materials, will be made available through Harvard University’s online academic suite (Canvas: https://canvas.harvard.edu/courses/50750). Please see the reading schedule for a detailed list of all reading materials.

The texts listed below are not required, but students may find them particularly useful for the course:

McClain, Paula D. and Joseph Stewart. 2014. “*Can We All Get Along?: Racial and Ethnic Minorities in American Politics* (Sixth Edition).

SUCCEEDING IN THIS COURSE

There are no prerequisites for this course. Note, however, that this is a challenging course in which all students are expected to satisfy all the course requirements. Attendance in all class sessions is required. Academic requirements include weekly reading assignments, submitting discussion questions and participation in class discussions, two short reflection papers, a prospectus (research proposal), and a research paper. In addition, each student will be responsible for one oral presentation on a selected topic that addresses concepts covered in this course. Always come to class prepared to actively and critically participate in discussions. All written assignments must be submitted electronically by the due date listed on the syllabus. Late assignments will not be accepted. Failure to submit any of the assignments will result in a failing grade for the course.
THE RESEARCH PAPER

The main point of the research paper is to learn more about a topic relevant to the course and present your research in a critical, organized fashion. Choose a topic that interests and challenges you. Your attitude towards the topic may well determine the amount of effort and enthusiasm you put into your research. Your final product will be the culmination of an involved process of research, critical thinking, source evaluation, organization, and composition. This is an excellent opportunity for you to explore a topic that is of interest to you, increase your knowledge, and present your own interpretation, argument, or evaluation.

EVALUATION AND GRADING

Grades for class participation will be assigned based on three categories: unacceptable, acceptable, and exceptional. The prospectus (research proposal and outline) will be graded on a scale of 1–5, where a score of 1 represents a proposal that needs significant revision and 5 is an excellent proposal. The response papers and final research paper will be assigned a letter grade.

Grading will focus on five elements:

- **Participation (10%)**: Perfect attendance, submitting weekly discussion questions, and active class participation is expected.
- **Reflection Papers (40%)**: Two reflection papers are required (20% each; 40% total). These papers must be in a Word processor file format, double-spaced, with one-inch margins. Each paper must be at least 800 words in length, but must not exceed 1,200 words. The stated page limits must be observed.
- **Prospectus (10%)**: The prospectus, a four-page research paper proposal — inclusive of an outline and preliminary annotated bibliography — is due on April 17, 2019. The research paper proposal and outline will account for 10% of your course grade. The proposal should clearly indicate the research topic that will be explored as well as the case study, or case studies, that you intend to assess in your paper.
- **Research Paper (40%)**: Each student must submit a final research paper on a topic of their choice that builds ideas outlined in the research proposal. The research paper should clearly articulate your primary research question, hypotheses, and arguments, and must also include a solid review of relevant academic literature. The research paper should also demonstrate that the student has carefully read assigned course texts, has the ability to relate readings to each other and to research materials/sources, and has the ability to discuss empirical cases through the lens of different thematic frameworks covered in the course. The research paper should be in a Word processor file format, double-spaced, with one-inch margins. Each paper must be between 12 and 15 pages. The stated page limits must be observed.

Papers will be graded based on the following rubric:

- Conceptual formulation
- Consistency and use of logic
- Depth of scholarship and use of supporting literature
- Organization of paper and format of essay
- Originality of research
- Substantive value
DUE DATES

All assignments and exams are due on the date listed in the syllabus. Late assignments will not be accepted. In exceptional circumstances students may be granted extensions at the professor’s discretion, but requests for extensions must be approved before the assignment due date. Only students with legitimate excuses will be allowed to submit assignments after the due date. In the event that you are unable to complete and submit an assignment by the due date, please contact the professor in a timely manner. Failure to submit any of the assignments will result in a failing grade for the entire course.

If a student receives approval for an extension, the assignment must be submitted by the new stated due date. Late papers will be marked down two-thirds of a letter grade (e.g., A to B+) for each full day that they are late.

GRADING STANDARDS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Designation</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>Student produces work of superior quality and demonstrates complete mastery of course material, concepts, and facts. Earned by work whose excellent quality indicates a full mastery of the subject and, in the case of the grade of A, is of extraordinary distinction.</td>
</tr>
<tr>
<td>B</td>
<td>Very Good</td>
<td>Student’s work completely fulfills course requirements, and student demonstrates a good understanding of concepts and facts. Earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student’s full engagement with the course requirements and activities.</td>
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<tr>
<td>C</td>
<td>Satisfactory</td>
<td>Student demonstrates an acceptable degree of mastery of concepts and facts. Student’s work minimally meets the course requirements. Earned by work that indicates an adequate and satisfactory comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and participating in class activities.</td>
</tr>
<tr>
<td>D</td>
<td>Unsatisfactory</td>
<td>Class participation is minimal and student’s work reflects minimal comprehension of concepts and facts. Earned by work that is unsatisfactory but that indicates some minimal command of the course materials and some minimal participation in class activities that is worthy of course credit toward the degree.</td>
</tr>
<tr>
<td>E</td>
<td>Failure</td>
<td>Unsatisfactory performance on all measures. Student does not meet the minimum requirements of the course as outlined above. Earned by work which is unsatisfactory and unworthy of course credit towards the degree.</td>
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</table>
COLLABORATION IN WRITTEN WORK
Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you will consult with classmates on the choice of research projects and share sources and evidence. However, any written work you submit for individual evaluation must be the result of your own research and writing and must reflect your own approach to the topic. All students must also adhere to standard citation practices in the social sciences and properly cite any books, articles, websites, lectures, videos, and films that have helped you with your work. I recommend using the Chicago Manual of Style’s author-date format. The Harvard Guide to Using Sources provides guidance on this topic. If you received any help with your writing (for example, feedback on drafts), you must also acknowledge this assistance. Please speak with me if you have questions about how to cite assistance.

WRITING RESOURCES
Students will be expected to write papers according to college-level social science conventions. Students should take advantage of the wide variety of writing resources that Harvard offers. First, some important introductory lessons are available to students through GovWrites (gowrites.fas.harvard.edu) that may help you with basics like writing a thesis statement or avoiding plagiarism. Additionally, peer tutors are available for appointments and walk-in hours at the Harvard College Writing Center (https://writingcenter.fas.harvard.edu). Please note that while these resources are strongly recommended to students, you must make a note of any assistance you receive when you submit papers.

ACADEMIC ACCOMMODATIONS
Harvard University is committed to providing reasonable accommodations for with disabilities. Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the Accessible Education Office (AEO) and speak with the professor by the end of the second week of the term. All discussions will remain confidential, although faculty are invited to contact AEO to discuss appropriate implementation. Please call (617) 496-8707 or send an email to aeo@fas.harvard.edu for further information.

RESEARCH ASSISTANCE
Students in need of research assistance and direction should contact Kathleen Sheehan, a Research Librarian and the official library liaison to the Department of Government. She works out of the Widener Library and is available to meet with students for research consultations and general reference services. Please email her at ksheehan@fas.harvard.edu.

AUDIOVISUAL RECORDING
Video and audio recording of lectures, discussion sessions, and review sessions without the advanced consent of the professor is strictly prohibited. On request, the professor may grant permission for a student to record course lectures or discussions, on the condition that these recordings will only be used as a study aid by the individual making the recording. Unless explicit written permission is obtained from the professor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. Distribution or sale of any recording is prohibited, and is a violation of education privacy law.

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TECHNOLOGY POLICY

Laptops, tablets, or other electronic devices may only be used for note-taking and accessing reading materials during class sessions. Access to the internet is permitted but should only be used to access course materials or per the professor’s directive. If use of technology becomes disruptive, or students misuse this privilege, the professor reserves the right to change this policy. Disruptive behavior will be dealt with on a case-by-case basis.

GENDER INCLUSIVE LANGUAGE

For academic discourse, spoken and written, students are encouraged to use gender inclusive language.

HONOR CODE

Students in this course are bound by the Harvard University Honor Code. All citations must be carefully and completely documented. Additionally, the Honor Code pledge (simply write “Honor Code Pledge”), along with your signature, must appear on every submitted assignment. Any assignment that is not pledged will not be accepted. Complete information about the Harvard College Honor Code is below.

Harvard College is an academic and residential community devoted to learning and the creation of knowledge. We — the academic community of Harvard College, including the faculty and students — view integrity as the basis for intellectual discovery, artistic creation, independent scholarship, and meaningful collaboration. We thus hold honesty — in the representation of our work and in our interactions with teachers, advisers, peers, and students — as the foundation of our community.

The Harvard College Honor Code

Members of the Harvard College community commit themselves to producing academic work of integrity — that is, work that adheres to the scholarly and intellectual standards of accurate attribution of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions. Cheating on exams or problem sets, plagiarizing or misrepresenting the ideas or language of someone else as one’s own, falsifying data, or any other instance of academic dishonesty violates the standards of our community, as well as the standards of the wider world of learning and affairs.

Definitions

Plagiarism is defined as using material created by others—in part or in whole—without properly attributing authorial and publication references for the correct source(s). Plagiarism can occur in dealing with written texts, but can also occur in the arts when, for instance, images or musical themes created by another are presented as if they were the original composition or creation of the student. Reference credit must be given for direct quotations, for work (including a form of argument, progression of ideas, or artistic creation), whether in whole or in part, that is paraphrased, adapted or summarized in the student’s own words or creative work, and for information that is not common.

Cheating is defined as use of unauthorized notes, study aids, or non-approved sources for an examination, unauthorized alteration of a graded work after it has been returned and resubmission of that work for re-grading, submission of another person’s work to meet requirements for a course, and submission of identical or similar papers for credit in more than one course (concurrently or sequentially) without prior permission from the course instructors.
**Fabrication** is defined as falsifying or inventing any information, data, or citation, presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data as if they were gathered in accord with those guidelines, and failing to include an accurate account of the method by which the data were gathered or collected.

Academic dishonesty also includes any lack of integrity exhibited through lying, misrepresenting, defrauding, or deceiving related to assigned or voluntary academic work. It further includes any deliberate attempt to gain unfair advantage in completing examinations or other required work, colluding, aiding or abetting the academic dishonesty of another student, and the falsification of academic records and official documents. These definitions are not exhaustive.

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**COURSE OUTLINE**

Each week the readings will revolve around a particular theme related to race, ethnicity, and politics around the world. The class will address the individual assumptions made by the authors in the readings. We will “connect the dots” by discussing how each reading relates to other readings assigned that week, to readings from previous classes, and to the broader themes that we will be exploring throughout the course. The topics listed below, and the accompanying readings, will be due on the class date listed, and should be read prior to class.

**COURSE SYLLABUS AT A GLANCE**

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<tr>
<th>CLASS SESSION</th>
<th>DATE</th>
<th>TOPICS</th>
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<td>Week 1</td>
<td>January 30</td>
<td>Introduction</td>
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<td>Week 2</td>
<td>February 6</td>
<td>Course Overview</td>
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<td></td>
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<td>The Construction of Ethnic and Racial Identities</td>
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<td>White Supremacy</td>
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<td>Week 3</td>
<td>February 13</td>
<td>Ethnic Mobilization</td>
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<td>Political Power and Ethnic Identity</td>
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<td>Ethnic Parties and Voting</td>
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<td>Week 4</td>
<td>February 20</td>
<td>Nations and Nationalism</td>
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<td>Ethnicity, Nation, Race, and Racism</td>
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<td>Week 5</td>
<td>February 27</td>
<td>Global Racial and Ethnic Systems</td>
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<td>Multiracial and Multiethnic Groups in a Racial System</td>
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<td><strong>First Response Paper Due</strong></td>
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<td>Week 6</td>
<td>March 6</td>
<td>Colonialism, Ethnic Conflict, and Racism</td>
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<td>Week 7</td>
<td>March 13</td>
<td>Race and Ethnicity in Latin America and the Caribbean</td>
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<td>Week 8</td>
<td>March 27</td>
<td>Racial and Ethnic Minorities in Europe and Asia</td>
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<td>Race and Indigenous Groups (Australia and New Zealand)</td>
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<td><strong>Second Response Paper Due</strong></td>
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<td>Week 9</td>
<td>April 3</td>
<td>Racial and Ethnic Politics in the United States</td>
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<td>Race and Indigenous Groups (United States and Canada)</td>
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<td>Week 10</td>
<td>April 10</td>
<td>Racial and Ethnic Politics in Africa</td>
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<td>Week 11</td>
<td>April 17</td>
<td>Ethnic and Nationalist Violence</td>
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<td>Genocide and Ethnic Cleansing</td>
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<td><strong>Prospectus Due</strong></td>
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<td>Week 12</td>
<td>April 24</td>
<td>National and International Responses to Ethnic Conflict and Racial</td>
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<td>Violence</td>
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<td>Week 13</td>
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<td>Democratization and Ethnic Conflict</td>
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<td>Diasporas and Transnationalism</td>
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<td>Week 14</td>
<td>TBA</td>
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<td><strong>Research Paper Due</strong></td>
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WEEK 1 (January 30)

TOPICS: Introduction

Required Readings:

Supplementary Readings:

WEEK 2 (February 6)

TOPICS: Course Overview; The Construction of Ethnic and Racial Identities; White Supremacy

Multimedia:

Required Readings:

Supplementary Readings:

WEEK 3 (February 13)

TOPICS: Ethnic Mobilization; Political Power and Ethnic Identity; Ethnic Parties and Voting

Required Readings:


Supplementary Readings:

WEEK 4 (February 20)

TOPICS: Nations and Nationalism; Ethnicity, Nation, Race, and Racism

Multimedia:
“Does Race Exist?” http://www.youtube.com/watch?v=epAx6Q6da_o&feature=related
“Materializing Race.” http://www.youtube.com/watch?v=TtU5TjPiyO0&feature=related

Required Readings:

Supplementary Readings:

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**WEEK 5** (February 27)

* FIRST RESPONSE PAPER DUE *

**TOPICS: Global Racial and Ethnic Systems; Multiracial and Multiethnic Groups in a Racial System**

**Multimedia:**

**Required Readings:**

**Supplementary Readings:**

**WEEK 6** (March 6)

**TOPICS: Colonialism, Ethnic Conflict, and Racism**

**Multimedia:**
“Colonialism in 10 Minutes: The Scramble for Africa.” Excerpt from the film *Uganda Rising.*
http://www.youtube.com/watch?v=Pw12KGSj53k

**Required Readings:**

**Supplementary Readings:**
**WEEK 7 (March 13)**

**TOPICS: Race and Ethnicity in Latin America and the Caribbean**

**Multimedia:**
“Black in Latin America.” PBS Documentary Special.

**Required Readings:**

**Supplementary Readings:**

**WEEK 8 (March 27)**

* SECOND RESPONSE PAPER DUE *

**TOPICS: Racial and Ethnic Minorities in Europe and Asia; Race and Indigenous Groups (Australia and New Zealand)**

**Multimedia:**
“Racism in Australia.” [http://www.youtube.com/watch?v=c-zt3jx6MHQ](http://www.youtube.com/watch?v=c-zt3jx6MHQ)
“Racism in Multicultural Britain.”
Part 1: [https://www.youtube.com/watch?v=v8e6lS7T9yI](https://www.youtube.com/watch?v=v8e6lS7T9yI)
Part 2: [https://www.youtube.com/watch?v=um8KJvbiB6w](https://www.youtube.com/watch?v=um8KJvbiB6w)
Part 3: [https://www.youtube.com/watch?v=b2uPtHOrvO4](https://www.youtube.com/watch?v=b2uPtHOrvO4)

**Required Readings:**

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**Supplementary Readings:**


**WEEK 9 (April 3)**

**TOPICS: Racial and Ethnic Politics in the United States; Race and Indigenous Groups (United States and Canada)**

**Multimedia:**

America Beyond the Color Line (with Henry Louis Gates, Jr.) PBS Documentary.

“We Shall Remain.” PBS Series.

“Indian Removal Act of 1830.”

[http://www.youtube.com/watch?v=ICqYi4AmrgM&playnext=1&list=PLC79BF5BCCCD252B5](http://www.youtube.com/watch?v=ICqYi4AmrgM&playnext=1&list=PLC79BF5BCCCD252B5)

“Racism, Discrimination, Color-Blindness, and the Future of Racial Stratification in America.”

[http://www.youtube.com/watch?v=VZbjGFbvlk](http://www.youtube.com/watch?v=VZbjGFbvlk)

**Required Readings:**


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Supplementary Readings:

WEEK 10 (April 10)
TOPICS: Racial and Ethnic Politics in Africa

Required Readings:

Supplementary Readings:

WEEK 11 (April 17)
TOPICS: Ethnic and Nationalist Violence; Genocide and Ethnic Cleansing

Required Readings:

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Supplementary Readings:

WEEK 12 (April 24)
TOPICS: National and International Responses to Ethnic Conflict and Racial Violence

Required Readings:

Supplementary Readings:

WEEK 13 (May 1)
TOPICS: Democratization and Ethnic Conflict; Diasporas and Transnationalism

Required Readings:
Supplementary Readings:

WEEK 14
* RESEARCH PAPER DUE * (Date TBA)