

Graduate Workshop in Ethnic Politics

2nd Semester

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This is the second semester of a two-semester graduate course sequence. Ph. D students are eligible if they have taken the first semester course or with the permission of the instructor if they have prior graduate-level coursework in ethnic politics.

The goal of the course is to produce innovative contributors to the field of ethnic politics – that is, scholars who have a mastery of the existing theories and methods used in the field, can produce original research in the field and evaluate such research. You will be trained to produce original research not only by learning to generate and identify new ideas -- but also by learning enough about classic and new methods applied in this field to help you innovate in methods yourself.

You should take this course if you have a serious research interest in the study of ethnic politics – that is, if you aim to become a producer of research related to ethnic identity and not just a consumer. The research you aim to produce may be a paper that fits a departmental requirement (Masters or Qualifying paper), and better still, a publishable article or dissertation proposal. All students who take the course should come in with an initial draft of a paper they would like to develop: in most cases, this will be the paper you've submitted in the first half of the course. Please post this paper immediately on the Blackboard site for the class.

The principal requirement for the course is a paper of publishable quality (which can also be used to satisfy departmental requirements for a Masters or a Qualifying Paper) which proposes a theoretical argument explaining some research problem in ethnic politics, tests the argument based on original data collection, and integrates a macro, cross-national perspective with micro-level knowledge of ethnic processes within a single country. The paper should be no longer than 10,000 words (the maximum length for a journal article) and should be accompanied by an abstract. Your goal should be to submit this paper to a professional conference (including one at NYU) and a journal by the end of the summer. In addition, you will make at least one presentation on one of the research papers assigned for class, and write a review of one of your colleagues' papers. It goes without saying that you should come to class prepared to engage seriously with each piece of research.

Finally, a word on discussion with your peers: I encourage you to do everything you can to discuss your work and your reading with each other. In class, do address and respond to the questions and comments raised by your peers. Try to read together (see guidelines on reading) and discuss your papers with each other. Use the Blackboard website and the class email list to raise questions for collective discussion outside class. Ultimately, you will learn far more in this class and over the course of a career from each other than from me.

The readings will generally be available on the Blackboard website for the course. If you do not have access to the website, please contact me as soon as possible. You should also consider

buying the books from which we read extracts. Many of these are books that you will want to refer to repeatedly in your research.

January 17: Introduction

January 24: Strategies for Building a Theory

Roger Petersen, *Resistance and Rebellion*, (Cambridge University Press, 2002), Chapter 1

James Fearon, "Commitment Problems and the Spread of Ethnic Conflict." In David A. Lake and Donald Rothchild, eds. *The International Spread of Ethnic Conflict*. Princeton, NJ: Princeton University Press, 1998. Pp. 107-126.

David Laitin, "National Revivals and Violence." *Archives Europeenes de Sociologie* 36, (1), pp. 3-43. (You can also find this in Bowen and Petersen eds, *Critical Comparisons*)

January 31: Strategies for Testing a Theory

King, Keohane and Verba, *Designing Social Inquiry. Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press, 1994, Chapter TBA.

Bates et al, *Analytic Narratives*, chapter by Grief

February 7: Designing New Variables

Reading: Student protocols.

February 14: How to Select a Case or Cases

Gary King, Robert O. Keohane and Sidney Verba (KKV), *Designing Social Inquiry. Scientific Inference in Qualitative Research*. Princeton, NJ: Princeton University Press, 1994. Chapter 4, pp. 115-149.

February 21: How to do Case Studies based on Ethnographic Research

Clifford Geertz, "Thick Description: Toward an Interpretive Theory of Culture"

Daniel Jordan Smith, "The Bakassi Boys: Vigilantism, Violence and Political Imagination in Nigeria" *Cultural Anthropology*, Vol 19, Issue 3, 429-455

February 28: How to do Case Studies based on Historical Research

Ian Lustick, "History, Historiography and Political Science." *American Political Science Review*, September 1996.

Stathis Kalyvas, *The Rise of Christian Democracy in Europe*, Chapter TBA

March 28-April 4 (note that there is no class on March 14): New Research on Ethnic Politics Selections.

James Habariyama et al, "Why Does Ethnic Diversity Undermine Public Goods Provision; An Experimental Approach." Paper presented at the 2006 Meetings of the American Political Science Association.

Buhaug, Halvard, Lars-Erik Cederman and Jan Ketil Rod, "Disaggregating Ethnic Conflict: A Dyadic Model of Exclusion Theory." Paper Presented at the 2006 Meetings of the American Political Science Association.

Chandra, Kanchan and Cilanne Boulet, November 2006 "Ethnic Cleavage Structures and Democratic Stability." (with Cilanne Boulet), Juan March Institute, Madrid.

Ferree, Karen, Ethnic Census Elections (Manuscript), Selections

Behar, Doron M., et al, "The Matrilineal Ancestry of Ashkenazi Jewry: Portrait of a Recent Founder Event." *American Journal of Human Genetics* 78, January 2006.

Sniderman, Paul M., Louk Hagendoorn and Markus Prior, "Predispositional Factors and Situational Triggers: Exclusionary Reactions to Immigrant Minorities." *American Political Science Review*, 98: 35: 50.

Devos, Thierry and Mazharin Banaji, "American = White?" *Journal of Personality and Social Psychology* 2005, Vol. 88, No. 3, 447-466.

Penn, Elizabeth Maggie. "Citizenship Versus Ethnicity: The Role of Institutions in Shaping Identity Choice."

Bertrand, Marianne and Sendhil Mullainathan, "Are Emily and Greg More Employable than Lakisha and Jamal: A Field Experiment on Labor Market Discrimination." *The American Economic Review* Vol. 94, No. 4 (Sep., 2004).

Miguel, Edward. 2004. "Tribe or Nation: Nation Building and Public Goods in Kenya versus Tanzania." *World Politics* Vol. 56 (3): 327-362.

Weinstein, Jeremy. *Inside Rebellion: The Politics of Insurgent Violence* (New York: Cambridge University Press, 2007).

April 11-25: Papers: Research Papers by Members of the Class

Reading Skills:

As you manage the reading for this and other graduate courses, you are likely to find, if you have not already, that there is no correlation between effort and outcome. It is entirely possible to spend several hours reading something without "getting it." And it is equally possible to spend less than a half-hour reading something else and getting to the heart of the argument. You will have to devise for yourselves ways to read efficiently. These are some devices that may help:

1. Figure out what the heart of an argument is before you read deeply: skim, read the abstracts, the jacket blurbs, often short reviews published elsewhere. When you know where the centre of gravity is, you read more efficiently.
2. Read actively: do not simply soak up the reading for what the author wants to tell you, but approach it with questions, and try to answer them for yourself as you make your way through.
3. Use other peoples' skills: you do not have to do all the work yourself. It is not "cheating" if you talk through the argument with someone else before or after you delve in, or look at reviews for explication, or form reading groups where you can discuss the argument with each other.
4. Write in order to read. The response papers for this class and the (non-graded) worksheet attached should help.
5. Use diagrams if necessary: often, the structure of an argument can be most clearly expressed if you "draw" it, using arrows and lines, than by trying to understand it in words.
6. Organize your notes in a way that makes retention and information retrieval possible: you could use index cards, annotated bibliographies, database programmes like Filemaker Pro etc.

These rules may be obvious to some and not to others. Basically do whatever works for you. But be self-conscious about the reading process as a skill that has to be learned and not necessarily as an ability that either comes naturally or does not.

Reading Worksheet

For each book, chapter, or article assigned in this course, you should fill out the following (non-graded) worksheet.¹ Many of these points can be addressed in a sentence or two (e.g. Questions 1 and 2; in some cases answers will not need even to be full sentences (e.g., Question); and in some cases the answers may overlap. These worksheets should be retained: they will be useful for future reference.

1. State the central question that the reading addresses.
2. State the central argument(s) defended in the paper in response to this question.
3. What type of reasoning or evidence is used to support these arguments? If it is an analytical paper, what is the logic that undergirds the argument? If an empirical paper, what type of data is employed? Are there other data sources that you think might be more appropriate?
4. Do you find the claims of the reading convincing? What do you see as the main gaps that need to be filled?
5. Why (if at all) is the reading interesting?
6. Do you agree with the main claims? What are your hesitations? (This may simply involve restatement of previous points.)
7. Identify one or two implicit premises or background assumptions in the paper that you think are especially controversial or objectionable.
8. In light of your answers to the previous questions, write an abstract for the article of no more than 100 words. (Feel free to repeat formulations given in response to earlier questions.)
9. When you have done this for individual readings, take some time to think about the various readings you have been assigned in relation to each other. See if you can write or imagine a summary table for all the readings taken together which compares and contrasts them.

¹ Adapted from a second year colloquium taught by James Snyder and Joshua Cohen.