Course Overview:
Why do some people and groups turn to violence while others do not under similar conditions? This course surveys the various sources and forms of political violence across the world. We will focus on political violence, conflict, and political mobilization primarily related to identity politics, ethnicity, religion, and culture. The course is organized along thematic questions that are pertinent to the developing world, including Asian, African, and Middle Eastern nations. The specific issues dealt with in the course include: contentious politics, nationalism, ethnic and religious violence, political Islam, revolutions, ethnic minorities and separatist movements, and terrorism and radicalism.

What is identity politics?
Ethnic and religious identities manifest themselves in various forms of political mobilization and conflict. For example, in some ethnically/religiously divided societies such as Malaysia, political parties are primarily based on ethnicity. In Muslim-dominant societies such as Turkey or Egypt, political parties based on a majority religion (i.e., Islam) have come to power. In recent years, radical forms of Islamist mobilization and terrorist activities such as Al-Qaeda and ISIS grow more conspicuous, arousing concern both within Muslim and non-Muslim communities across the world. Why are ethnic/religious cleavages so salient in political mobilization in some nations but not in others? Why are people willing to die for their faith or ethnicity? How can we explain the electoral triumph of Islamist parties in some countries? Why do some multi-ethnic nations experience large-scale inter-ethnic violence while others do not? Are these variations in outcomes across countries due to culture, institutions, or other structural factors? These are some of the central questions related to the politics of identity that this course will address.
The course is largely divided into three sections. The first is on various sources and forms of political violence and identity politics. This section introduces students to various theoretical approaches and analytical tools/perspectives to study the origins and manifestations of ethnic, religious, and cultural identity in politics. The second section focuses on varying patterns of identity politics and their relations to violence. It explores how ethnic and religious identities shape political mobilization and political change in general, as well as the behaviors of state and societal actors in particular. We also closely examine issues related to political Islam, including terrorism. In the third and final section, we will examine issues that broadly pertain to ethnic conflicts. Such issues as religious and ethnic conflicts, Islamic radicalism, terrorism, and management of—and solutions to—conflicts will be discussed here.

Course Schedule:

<table>
<thead>
<tr>
<th>Week 1 (Jan 15/17)</th>
<th>MLK’s B Day <strong>NO CLASS</strong>/Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2 (Jan 22/24)</td>
<td>Forms and Causes of Political Violence</td>
</tr>
<tr>
<td>Week 3 (Jan 29/31)</td>
<td>Identity Formation</td>
</tr>
<tr>
<td>Week 4 (Feb 5/7)</td>
<td>Nationalism: Making a “Nation” and “Race”</td>
</tr>
<tr>
<td>Week 5 (Feb 12/14)</td>
<td>Culture, Identity and Conflict</td>
</tr>
<tr>
<td>Week 6 (Feb 19/21)</td>
<td>Religion and Political Violence</td>
</tr>
<tr>
<td>Week 7 (Feb 26/28)</td>
<td>Religion and Political Violence: Jihadism</td>
</tr>
<tr>
<td>Week 8 (Mar 5/7)</td>
<td>Mid-term review/Mid-term exam</td>
</tr>
<tr>
<td>Week 9 (Mar 12/14)</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Week 10 (Mar 19/21)</td>
<td>Ethnic Conflict: Theories and Debates</td>
</tr>
<tr>
<td>Week 11 (Mar 26/28)</td>
<td>Ethnic Conflict: Case Studies (1)</td>
</tr>
<tr>
<td>Week 12 (Apr 2/4)</td>
<td>Ethnic Conflict: Case Studies (2)</td>
</tr>
<tr>
<td>Week 13 (Apr 9/11)</td>
<td>Regime Transition and Ethnic Minorities</td>
</tr>
<tr>
<td>Week 14 (Apr 16/18)</td>
<td>Ethnic Cleansing and Genocide</td>
</tr>
<tr>
<td>Week 15 (Apr 23/25)</td>
<td>Revolutions: Arab Spring</td>
</tr>
<tr>
<td>Week 16 (Apr 30/May 2)</td>
<td>Review and Catch-up <strong>Term paper due (April 30)</strong></td>
</tr>
<tr>
<td>May 7</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

Course Textbooks

The following textbooks have been ordered at the university bookstore and are available for purchase. The rest of the required readings (except the textbooks) will be available in library
e-reserve (the link is found in Blackboard). Students may either download the articles or read them on line.

**Required books to purchase:**

**Recommended book:**

**Course Requirements:**

1. **Class Attendance (10%)**
   a. Students are *required* to attend all the classes. More than three consecutive unexcused absences will jeopardize your entire Class Attendance grade. The instructor reserves full discretion to decide students’ final grade. Please notify and provide credible supporting document to your TA in advance if you must miss a class.
   b. Class attendance is evaluated as follow (# of missed classes without an excuse): 10% (0-2); 9% (3-4); 8% (5-6); 7% (7-8); 0% (9 and more).
   c. You are expected to participate actively in class discussions. If you make a significant point to contribute to class discussion, you will be given a point equivalent of a class attendance added to your Class Attendance grade.
   d. If you are deemed to be causing a disturbance to class and the instructor, and/or your behaviors are deemed inappropriate according to the Basic Classroom Rules (see *Course Rules and Penalties* below), you will lose a point equivalent of a class attendance from your Class Attendance grade.

2. **Readings:**
   a. All the sections are assigned with required readings and recommended readings. Students are expected to **come to class having read all the required readings**.
   b. **Recommended readings** are to help students to write an essay assignment (see 5 in *Course Requirements* below).
Students are expected to do all the required readings and actively participate in class discussion. It is important to approach the readings with the following questions in mind: (a) what is the central issue/debate? (b) what is the main argument/point? (c) what is the evidence for the argument? (d) what are the problems with the argument? (e) can you think of counterarguments or alternative perspective? Students should also address these questions in writing as well as in assignments.

Both required and recommended readings are available (in alphabetical order) in the E-reserve on Blackboard. Please make sure to refer to the required reading list in Class Outline below before reading them.

3. **Quizzes (2% x 5 = 10%)**
   a. A handful (4-5) of brief quizzes will be given every 3-4 week throughout the semester. They will focus on the required readings. The purpose of this component of the evaluation is to encourage the students to do the assigned readings, and to come to class prepared to discuss the materials. The date of quizzes will be announced in class before they are due.

4. **Two in-class Exams (20% + 40%)**
   a. **The Mid-term Exam**: consists of a short-answer section and essay questions. The exam will cover the first half of the course. Students will be expected to write clear and coherent essays.
   b. **The Final Exam**: consists of a short-answer section and essay questions. The exam will primarily cover materials from the second half of the course, but will test your overall understanding of the materials covered in the course.
   c. **A study guide with sample questions** will be provided in advance of each exam.

5. **One Term Paper (20%)**
   a. Students will be required to write a short term paper (7-8pp). The paper topic and guideline is provided in class and attached below in Appendix B. It is also posted in the Assignment in the Black Board.
   b. **The paper due is Week 16-1, Monday, April 30 in class.** A hard copy must be submitted to the instructor in class **after posted in the Safe Assign section on Blackboard.**
   c. The paper must be typewritten (Times New Roman,12 font), double-spaced, and
properly cited.

d. Your paper is evaluated according to the assessment rubric attached below in Appendix C.

Grade Distribution:

1. Class attendance (10%)  
2. Quizzes (2% X 5 = 10%)  
3. Exams (20% + 40%)  
4. Term paper (20%)  

Final course grades will be translated into the letter grades as follows:

- A: 93-100%  
- A-: 90-92.9%  
- B+: 87-89.9%  
- B: 83-86.9%  
- B-: 80-82.9%  
- C+: 77-79.9%  
- C: 73-76.9%  
- C-: 70-72.9%  
- D+: 67-69.9%  
- D: 63-66.9%  
- D-: 60-62.9%  
- F: 0-59.9%

Course Rules and Penalties:

1) **Late submission** will result in grade reduction for a 1/3 the letter grade per day (e.g., “A” will be lowered to “A-” if submission is a day late). No paper will be accepted that is more than one week late.

2) **Plagiarism Policy**: According to the NIU Undergraduate Catalogue “Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university.” In short, all ideas that are not your own or are well-known must be footnoted. A general rule is that if the information cannot be found in three or more commonly available sources it should be footnoted. All direct quotations must be placed in quotation marks. If you are unsure as to what should be footnoted either play it safe and footnote, or ask for assistance. Failure to adhere to the University’s plagiarism policy will result in punishments ranging from a failed course grade to suspension and even expulsion, depending on the egregiousness of the infraction.

3) **Make-up assignments (e.g., exams, quizzes):**
a) A make-up exam is permitted only under a justifiable circumstance. If you have to miss an exam on a given due date, you will have to request permission from the instructor to make up the missed exam on an alternative date at the department. Submit a supporting document to seek permission in order to make an arrangement with the instructor. You have to make an arrangement no later than one week after a due date.

b) In case of you have to miss a quiz, students should contact TA (or the instructor) to seek permission to make up the missed quiz no later than one week after a missed date. Otherwise, the same rule with the exams applies.

4) **Basic Classroom Rules:**
   a) TURN OFF all your electronic devices unnecessary to participate in class (e.g., smartphones, iPad, cell phones, laptops). If you need to take an urgent call or message, please excuse yourself from the classroom.
   b) NO Facebook/crossword/sudoku, or any other game or activity is permitted.
   c) Students are NOT permitted to leave the classroom without prior permission.
   d) RESPECT the instructor and other people: NO chatting is permitted when other people are talking. Students are expected to express their views in a civil manner and respect other people’s views.
   e) Students are asked to leave the class if their behaviors are deemed inappropriate and/or destructive to other people. You will also lose an attendance point (see *Course Requirement 1.c*).
   f) Under any reasonable circumstances, the instructor retains full discretion to advise whether students could stay in the course in consultation with the department.
   g) See Appendix A “Classroom Decorum” for further information.

**Useful Resources and Links:**

If you wish to know more about countries and events relevant to the course and your assignments, the following sources are useful:


**Class Outline**

**SECTION I: THE ORIGINS OF IDENTITIES AND VARIOUS FORMS OF POLITICAL VIOLENCE**

**WEEK 1.1 (Jan 15)**  Martin Luther King Day **NO CLASS**

**WEEK 1.2 (Jan 17)**  Introduction
- What is political violence?
- Why does identity matter?

**Required readings:**
God’s Century, chap.1 (“The Twenty-First Century as God’s Century”)

**Recommended readings:**
Stern, Introduction.

**WEEK 2 (Jan 22/24)**  Forms and Causes of Political Violence
- Why do men (and women) resort to violence?
- Various approaches

**Required readings:**
Stern, chaps.1-2 (“Alienation and “Humiliation”).

**Recommended Readings:**
Juergensmeyer, chap.1.

**WEEK 3 (Jan 29/31)**  Identity Formation
Where does ethnic identity come from? Is identity given, made, chosen or imagined?
How will a given identity gain political salience and lead to collective violence?

Required readings:
God’s Century, chap.2 (“Behind the Politics of Religion”).

Recommended readings:

WEEK 4 (Feb 5/7) Nationalism: Making a “Nation” and “Race”

Where does nationalism come from and why do men die for a nation?

Required readings:

Recommended readings:

SECTION II: IDENTITY AND POLITICAL MOBILIZATION
WEEK 5 (Feb 12/14)  Culture, Identity and Conflict

- Does a particular culture promote/hinder violence?
- Video: French “anti-headscarf” debate

Required readings:
Huntington, Samuel P. "The Clash of Civilizations?” *Foreign Affairs* 72, no. 3 (1993).

Recommended readings:
Roy, Olivier. 2005. The predicament of 'civil society' in Central Asia and the 'Greater Middle East'. *International Affairs* 81 (5).

WEEK 6 (Feb 19/21)  Religion and Political Violence

- Under what condition, does religious groups resort to violence?

Required readings:
God’s Century, chap.4 (“Religion and Global Democratization”).

Recommended readings:
WEEK 7 (Feb 26/28)  Religion and Political Violence: Jihadism

Required readings:
Juergensmeyer, chap.4 (“Islam’s Neglected Duty”).

Recommend readings:
God’s Century, chap.6 (“Religious Civil Wars”).
Stern, chap.6 and 9 (“Inspirational Leaders and Their Followers” and “The Ultimate Organization: Networks, Franchises, and Freelancers”).

WEEK 8 (Mar 5/7)  Review/Mid-term Exam (Mar 7)

WEEK 9 (Mar 12/14)  SPRING BREAK ** NO CLASS**

SECTION III: ETHNIC CONFLICTS AND VIOLENCE

WEEK 10 (Mar 19/21)  Ethnic Conflict: Theories and Debates

- What is ethnic conflict?
- What causes/prevents ethnic conflict?

Required readings:

Recommended readings:
WEEK 11 (Mar 26/28) Ethnic Conflict: Case Studies (1)

- Aceh, Indonesia

Required readings:

Recommended readings:

WEEK 12 (Apr 2/4) Ethnic Conflict: Case Studies (2)

- Thailand/Philippines

Required readings:
Bertrand, Jacques, and Andre Laliberte, eds. 2010. *Multi-nation States in Asia: Accommodation or Resistance*. Cambridge: Cambridge University Press: chap.7 (Bertrand on Indonesia and the Philippines); or
WEEK 13 (Apr 9/11)  Regime Transition and Ethnic Minorities

- Anti-Muslim massacres in Burma

Required readings:

Recommended readings:
Farrelly, Nicholas. 2014. Cooperation, contestation, conflict: ethnic political interests in Myanmar today. South East Asia Research 22 (2):251-266.

Useful sites:

**WEEK 14 (Apr 16/18)**  Ethnic Cleansing and Genocide: Cambodia and Rwanda

**Required readings:**

**Recommended readings:**

**WEEK 15 (Apr 23/25)**  Revolutions: Arab Spring

- Why do some revolutions succeed while others do not?
- Egypt, Tunisia and Libya

**Required readings:**

Recommended readings:
God’s Century, chap.6 (“Religious Civil Wars: Nasty, Brutish, and Long”)

Useful sites:
BBC World News, Arab Uprising,
http://www.bbc.co.uk/news/world-middle-east-12813859

WEEK 16 (Apr 30/May 2) Review and Catch-up

** TERM PAPER DUE IN CLASS** (April 30)

Required readings:

May 7 FINAL EXAM
- Check the university final exam schedule
- Read carefully the university final exam policy:
Appendix A: Tips for Doing Well in this Class

1. **Do the readings AND come to class.** Lectures will refer to the assigned readings but they will not summarize them and they are not an adequate substitute. Likewise, lectures will cover material that is not in the readings, and that may appear on the exams.

2. **Read critically.** As you read, note questions that you would like to raise in lecture or section, and think critically about the author's evidence and arguments.

3. **Think comparatively.** Ask yourself how the particular case you are reading about compares with similar developments in other countries, regions, or periods.

4. **Participate actively in discussion sections and in lecture.** Take notes on lectures, and be engaged in the question and discussion periods that will be held during the final minutes of class.

5. **Keep up with current events.** If you do not already do so, read the international pages of at least one major national / international paper every day. Examples include The New York Times, The Chicago Tribune, The Washington Post, The Financial Times, and The Wall Street Journal. Think about how contemporary events relate to the themes and cases studied in class.

6. **Know the locations of the countries and regions we cover.** Geography is critically important for understanding a nation's historical development and importantly influences national security interests and many other areas of political life. If a name of a country is mentioned that you can't pinpoint on a map (a vague sense of where it is located is insufficient!), locate it on a map. Also note what its neighboring countries and regions are.

7. **Follow up on topics you find particularly interesting by reading beyond the assigned texts.** Look for hints of where to find additional materials by looking at footnotes and references in the readings or by asking your instructor or T.A. for suggested additional readings.

8. **Take advantage of office hours.** The T.A. and instructor are here to help if you're having trouble understanding concepts or if you are simply interested in further discussing topics covered in class (see #7 above).
Other Important Information

Academic Dishonesty
Regarding plagiarism, the NIU Undergraduate Catalog states: "Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university." The above statement encompasses a paper written in whole or in part by another; a paper copied word-for-word or with only minor changes from another source; a paper copied in part from one or more sources without proper identification and acknowledgment of the sources; a paper that is merely a paraphrase of one or more sources, using ideas and/or logic without credit even though the actual words may be changed; and a paper that quotes, summarizes or paraphrases, or cuts and pastes words, phrases, or images from an Internet source without identification and the address of the web site.

Statement Concerning Students with Disabilities
Under Section 504 of the Rehabilitation Act of 1973, NIU is committed to making reasonable accommodations for persons with documented disabilities. Those students with disabilities that may have some impact on their coursework and for which they may require accommodations should notify the Disabilities Resource Center on the fourth floor of the Health Services Building. The Disabilities Resource Center will assist students in making appropriate accommodations with course instructors. It is important that the Disabilities Resource Center and instructors be informed of any disability-related needs during the first two weeks of the semester. The Disability Resource Center is located in the 4th floor of the Health Services Building, and can be reached at 815-753-1303 [v], 815-753-3000 [TTY] or email at drc@niu.edu.

Department of Political Science Web Site
Undergraduates are strongly encouraged to consult the Department of Political Science web site on a regular basis. This up-to-date, central source of information will assist students in contacting faculty and staff, reviewing course requirements and syllabi, exploring graduate study, research career options, tracking department events, and accessing important details related to undergraduate programs and activities. To reach the site, go to http://polisci.niu.edu
Undergraduate Writing Awards
The Department of Political Science recognizes, on an annual basis, outstanding undergraduate papers written in conjunction with 300-400 level political science courses or directed studies, such as independent studies or honors theses. Winners are expected to attend the Department’s spring graduation ceremony where they will receive a certificate and a check for $50.00. No more than two papers may be submitted by a student. There is no requirement as to the length of papers submitted for the award. Often the Department awards prizes for both an outstanding short paper and an outstanding long paper. The number and types of award is dependent upon the papers submitted for consideration in any given year. Authors do not have to be political science majors or have a particular class standing. Only papers written in the previous calendar year are considered for the award. However, papers completed in the current spring semester are eligible for the following year’s competition even if the student has graduated. Papers can be submitted by students or faculty and must be supplied in triplicate to the undergraduate secretary. All copies must have two cover pages – one with the student’s name and one without the student’s name. Papers are not to be stapled or bound. Instead, please use paper clips. Papers are generally due in March and notice of call for papers and submission deadlines will be published in the department e-announcements. You may also contact the department for information at 753-1015.

Classroom Decorum
Students are to arrive at class on time. Two tardy arrivals are equivalent to one class absence. Students are to remain for the entire session unless excused by the professor beforehand or confronted with a serious personal emergency. For instance, it is not acceptable to students to walk in and out of class to answer cell phones, take casual bathroom and smoking breaks, or attend to other personal matters. Cell phones, pagers, or any electronic devices that make noise must be turned off during class unless the instructor has been notified beforehand of a special circumstance (e.g., sick family member, pregnant wife, special childcare situation, etc.). No one should talk while someone else is talking; this includes comments meant for a classmate rather than the entire group. What may seem like a whisper or a harmless remark to one person can be a distraction to someone else, particularly in a small room. Overall, classroom dialogue and behavior should always be courteous, respectful of others, and consistent with the expectations set forth by the university.
Appendix B: Term Paper Guideline

What causes ethnic/religious violence? Write an essay in ways to answer the question.

To answer this question, you will have to meet the following conditions:

• This paper should engage with the contentious arguments put forward in the assigned books, *God's Century*, *Terror in the Name of God*, and/or *Terror in the Mind of God*. It should take the form of argument formulated by drawing on other readings and evidence covered in the class.
• You have to mention specific cases (e.g., religious movement, organization, ethnic conflict) of identity-based violence to support or oppose the contending arguments.
• Your arguments should be supported by alternative theoretical approaches introduced in class.
• Refer to the required readings, lecture notes, and points made in the lectures and discussions in formulating and supporting your arguments. You are not expected to look for information beyond these materials.
• When you cite/refer to materials outside the course materials, you must provide full citation of these materials.

Writing Guideline:

• The paper should be 7-8 pages in length. **No papers shorter or longer than this page limit will be accepted.**
• Hand in a hard copy to the instructor in class before the deadline. A soft copy of your paper is acceptable only under an extraordinary circumstance with prior permission from the instructor.
• Post your essay in the Safe Assign section on Blackboard before submission.
• The paper must be typed in Times New Roman font, 12 font size, double-spaced, and properly cited.
• Refer also to the reading guideline in the course syllabus.
Appendix C: Assessment Standards for Term Paper/Exam Essays

**A:** The argument is clearly articulated and logically developed, using relevant evidence. The research is of high quality, cleverly ordered to support the argument with an original and creative synthesis of materials and displaying understanding of wider issues. The presentation is of high standard.

**B:** The argument is well proposed but the structure is not fully developed. The research is quite extensive but sources are not fully utilized which limits the ability to be creative and deal with a full range of issues. The presentation is solid but can be improved.

**C:** The argument is satisfactory, with some limitations, but the structure is not well thought out. The research used is just adequate, but insufficient to fully develop the argument or display much originality. The presentation is adequate but could be improved.

**D:** While the essay displays a basic understanding of the subject, the argument lacks coherence and logical development. The research is basic and the use of evidence does not sufficiently support the argument nor display originally or understanding of wider issues. The presentation is not of sufficient standard.

**F:** The presentation is well below acceptable standard. The essay is incoherent with glaring misunderstandings.