

**Government of the Russian Federation**  
**Federal State Autonomous Educational Institution of High Professional Education**  
**National Research University 'Higher School of Economics'**  
**Faculty of World Economy and International Affairs**  
**School of Asian Studies**

**Master's Program**  
**in Socioeconomic and Political Development of Modern Asia**

**Syllabus for the course**  
**ETHNO-RELIGIOUS PROCESSES IN ASIA**

**Author:**

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**Approved by Academic Council of the Master's Program**

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**Academic Director of the Program**

**Prof. Olga Volosyuk**

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## **I. Course Description**

- a. **Title of a Course: Ethno-Religious Processes in Asia**
- b. **Author: Alexandra Sizova, PhD, Associate Professor, [asizova@hse.ru](mailto:asizova@hse.ru)**
- c. **Pre-requisites (required academic background)**

The pre-requisites for participating in the seminar include essential knowledge of the main aspects of world history, history of international relations, geography as well as research methodology on the Bachelor level. It is desirable that the students have background training in Asian studies. Participation in the seminars requires sufficient competence in using principles and methods of social studies required at the Bachelor level.

In the content respect, the course is closely linked with other courses within the curriculum of the Master's program "**Socio-Political Development and Challenges of Modern East Asia**" (courses on history of Asia, comparative politics, security, economics, etc.), which determines its harmonious integration in the curriculum. The interdisciplinary nature of the course presupposes that students shall frequently resort to the knowledge and skills obtained during their study at the MA program in Asian Studies.

- d. **Course Type:** compulsory
- e. **Abstract**

This course is aimed at providing a holistic understanding of the historical and contemporary problems associated with ethnic and religious interactions in Asia, their origins, special features and factors influencing the emergence of conflicts in the local, regional and global contexts, and developing conflict analysis skills. Investigation of abovementioned processes in the multi-ethnic, multi-religious and multi-cultural Asian region, their political, security, economic and other implications and effects is of extreme theoretical and practical significance in the 21<sup>st</sup> century and has a close connection to the current global international and intercultural processes. Exploration of such a complex subject is conducted with the use of a multidisciplinary paradigm, solid methodological tools and a whole set of classic and contemporary sources. The course addresses the basic roots of ethnicity, religion, identities, ethnic and religious conflicts with the special focus on Asia, interaction between nationalism, ethnicity and conflict, connection between state-building and nation-building, problems of nationalism, citizenship and minority rights, the impact of globalization processes on nationalism and generation of conflicts in Asia. The discipline implies the study of the major theoretical approaches to understanding of all mentioned issues as well as to identity conflict resolution and prevention aspects.

## **Learning objectives**

The course is aimed at *deepening* professional knowledge in the area of ethnic and religious contradictions in Asia, the roots of ethnicity, ethnic conflict, ethnic and religious wars, practices and instruments of prevention and resolution of conflicts, peace-building and post-conflict regulation in theoretical and critical perspectives, *developing* skills in researching and analyzing ethnic and confessional interactions with the regional examples of Asia, *enhancing* and *enriching* students' methodology apparatus in researching social phenomena through the multidisciplinary study of ethnic and religious contradictions. As well, the discipline encourages *exploring* classical and cutting-edge trends in conflict and Asian Studies methodology and ways of their application to investigations in various areas of Asian Studies. Among meta-subject objectives of the course the most important are to develop students' competence in *integrating* theoretical knowledge with empirical example and *to advance* their critical and independent thinking, abilities to synthesise, contextualize and present new subject-related information.

### **II. Learning outcomes**

By the end of the course the students will be able to:

1. *to identify* the causes of conflicts and factors influencing emergence and development of ethnic and religious contradictions in Asia in particular and in the world on the whole
2. *to characterize* the key components, features, stages and types of conflicts and their and consequences
3. *to use* the key terms and concepts related to ethnic and religious contradictions and important facts of history of ethnic and religious collisions in Asia
4. *to explain* the logic of major theories of ethnicity, ethnic and religious conflict, analyzing and illustrating with empirical examples of Asian countries
5. *to understand* the specific features and logic of the key theories of secession, ethnic violence, etc.
6. *to identify* the main approaches to conflict prevention, resolution and peace-building and *to be able to apply* them to the analysis of conflicts in Asia
7. *to define* and *explain* the cutting-edge trends in the field of study and different theoretical approaches to exploring ethnic and religious conflicts in Asia
8. *to formulate* logical argumentation in specific areas related to ethnic and religious conflict studies in Asia including ethnicity, identity, ethnic groups, ethnic minority rights, religion, confessions, cultures, ethnic violence; forced migration, refugees, immigration, citizenship, state building and institutions, globalization; dilemmas of democratic transition, etc.
9. *to assess* the effectiveness of theories of ethnic violence or war, to apply and explain strengths and weaknesses of the competing theories with practical examples of the Asian countries

10. *to adequately use* the instruments of the contemporary social science methodology in analyzing problems within the field of conflicts in Asia
11. *to identify* and *explain* the basic challenges and trends in ethnic and religious conflicts of the Asian region in the regional and global context (in historical and contemporary perspectives)
12. to effectively *work* with literature and different types of information resources, to locate, analyse, evaluate, synthesise information on conflict-related issues from a wide variety of sources
13. *to distinguish* between incoherent explanation and well-ground argumentation
14. *to be able to work in group* with of experts on theoretical and practical problems linked to conflict studies, *to critically assess* own work and work of the other participants of the course.

### III. The course structure

The course falls into the category of the compulsory and is taught at the first year of the Master's program. The total amount of hours entitled for the course at the first year is 114 hours (42 hours of work at class and 72 academic hours of self-study).

**The distribution of the teaching time** is as follows:

Number of weeks	7
Number of hours for examination	2

**Number of credit units:** 3

### Syllabus

#### The course schedule

Total class hours		Self-study	Total hours
Lectures	Seminars		
<b>18</b>	<b>24</b>	<b>72</b>	<b>114</b>

**Course plan (by topics)**

Index number of topic	Title of the topic	Distribution of hours by a form of work		
		Lectures	Seminars	Self-study
<b>I</b>	<b>Theoretical Aspects of Ethnic and Religious Contradictions in Asia</b>			
<b>1</b>	Conflict as a Social Phenomenon and Subject of Scientific Inquiry. Key Terms and Concepts. Classification of Conflicts. Stages and Levels of Conflicts. Concepts of Ethnic and Religious Conflict. Origins of Conflicts. Consequences of Ethnic and Religious Conflicts	<b>2</b>		<b>2</b>
<b>2</b>	Historical Overview of Ethnic and Religious Contradictions. The Role of Wars In the World History and History of Asia. Wars of the “Third Kind”: The Change in Nature of Ethnic and Religious Contradictions After the Cold War	<b>2</b>		<b>4</b>
<b>3</b>	Nation, Nationalism and Ethnic Conflicts. Approaches to Understanding Nation: Primordial, Modernist, Constructivist, Instrumentalist Approaches. Nationalism and the State. Ethnic Policy of State. Nationalism and citizenship. Ethno-Political Conflict	<b>2</b>		<b>4</b>
<b>4</b>	Theories of Ethnic Violence: Rationalist Theory, Mobilization Theory, Psychological Theory. Scientific Approaches to Studies of	<b>2</b>		<b>4</b>

	Conflicts in Asia. Ethnicity and Ethnic Conflict in Asia: Specific Features and Effects			
<b>5</b>	Religion and Nationalism, Religious Nationalism. Religious Conflict: Definitions and Characteristics. Religious Factor in Ethno-Political Contradictions. Confessions of Asia and Specific Features of Religious Conflicts in Asia	<b>2</b>		<b>4</b>
<b>6</b>	Violence and Terror: Violent Forms of Conflicts and Terrorism in Ethnic and Religious Conflicts		<b>2</b>	<b>2</b>
<b>II</b>	<b>Cases of Ethnic and Religious Conflicts in Asia</b>			
<b>7</b>	Ethnic and Confessional Contradictions in India		<b>2</b>	<b>4</b>
<b>8</b>	Ethnic and Sectarian Conflicts in Pakistan		<b>2</b>	<b>4</b>
<b>9</b>	Internal Conflict in Afghanistan		<b>2</b>	<b>4</b>
<b>10</b>	Ethnic and Religious Conflict in Sri Lanka		<b>2</b>	<b>4</b>
<b>11</b>	Ethnic Problems in China		<b>2</b>	<b>4</b>
<b>12</b>	Ethnic and Religious Contradictions in Indonesia		<b>2</b>	<b>4</b>
<b>13</b>			<b>2</b>	<b>4</b>

	Ethno-Religious Processes in Malaysia			
<b>14</b>	Ethnic and Religious Situation in the Philippines		<b>2</b>	<b>4</b>
<b>15</b>	Ethnic Contradictions in Laos and Cambodia		<b>2</b>	<b>4</b>
<b>16</b>	Religious Contradictions in Vietnam		<b>2</b>	<b>4</b>
<b>17</b>	Ethnic Separatism in North-East India and Myanmar		<b>2</b>	<b>4</b>
	<b>Introduction to Conflict Resolution, Peace-Building and Conflict Prevention in Asia</b>			
<b>18</b>	Approaches to Conflict Management and Resolution and Their Application in the Asian Context	<b>2</b>		<b>2</b>
<b>19</b>	Methods of Conflict De-escalation and Prevention. Basic Instruments of Peace-Building and the Opportunities of Their Usage in Asia	<b>2</b>		<b>2</b>
<b>20</b>	Ethnic and Religious Contradictions and Their Impact on Development of Asia in the 21 <sup>st</sup> century. <i>Alignment Panel Discussion</i>	<b>4</b>		<b>4</b>
	Examination		<b>1</b>	
<b>Total</b>	<b>114</b>	<b>18</b>	<b>24</b>	<b>72</b>

#### IV. List of recommended literature and sources

##### A. Essential readings

1. Harff, B., Gurr, T.R. Ethnic Conflict in World Politics. Routledge, 2003. – URL: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=746862>. – ЭБС ProQuest Ebook Central - Academic Complete.
2. Herrington, L.M., McKay, A., Haynes, J., eds. Nations under God: The Geopolitics of Faith in the Twenty-First Century. E-International Relations Publishing, 2015. – URL: <https://www.e-ir.info/publication/nations-under-god-the-geopolitics-of-faith-in-the-twenty-first-century/>.
3. Improving International Support to Peace Processes: The Missing Piece, Conflict and Fragility. OECD Publishing, 2012. – URL: <http://dx.doi.org/10.1787/9789264179844-en>. – ЭБС OECD-ilibrary.
4. Landis, D., Albert, R.D., eds. Handbook of Ethnic Conflict: International Perspectives. Springer Science & Business Media, 2012. – URL: <https://proxylibrary.hse.ru:2176/book/10.1007%2F978-1-4614-0448-4>. – ЭБС Springer eBooks (Complete Collection 2012).
5. Miodownik, D., Barak, O. Nonstate Actors in Intrastate Conflicts. University of Pennsylvania Press, 2013. - (National and Ethnic Conflict in the 21st Century Ser.). – URL: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3442281>. – ЭБС ProQuest Ebook Central - Academic Complete.

##### B. Additional readings

1. Conflict Barometer 2017. Heidelberg University Press, 2018. – URL: <https://hiik.de/2018/02/28/conflict-barometer-2017/?lang=en>.
2. Conflict-Sensitive Approaches to Development, Humanitarian Assistance and Peacebuilding: Resource Pack / The Conflict Sensitivity Consortium. – URL: <http://local.conflictsensitivity.org/wp-content/uploads/2015/05/Conflict-Sensitive-Approaches-to-Development-Humanitarian-Assistance-and-Peacebuilding-Resource-Pack.pdf>.
3. States of Fragility 2018. OECD Publishing, Paris. 2018. – URL: <https://doi.org/10.1787/9789264302075-en>.
4. Varshney, A. Ethnic Conflict and Civic Life. Yale University Press, 2002. – URL: <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/detail.action?docID=3420042>. – ЭБС ProQuest Ebook Central - Academic Complete.
5. Woons, M., ed. Restoring Indigenous Self-Determination: Theoretical and Practical Approaches. E-International Relations Publishing, 2015. – URL: <https://www.e-ir.info/publication/restoring-indigenous-self-determination-theoretical-and-practical-approaches-2/>.

## V. Assessment system

### A. Assessment criteria

The grading system is based at the “10-point” approach to evaluating students’ knowledge.

The form of the final control is *examination*.

### B. Grading policy and assessment items

Students should participate in all kinds of work during the course.

#### 1. Cumulative grade: 50%

➤ **Contribution to the seminar discussions** (30%). There will be a number of interactive teaching classes, including discussions on methodology, oral and written answers to the professor’s questions based on the readings, methodology games, etc. One class participation totals max. 10 points. Class attendance is essential. Students who stayed away from a class gets 0 points, but can receive additional points by fulfilling additional tasks assigned by the professor.

➤ **Individual project / tutorial presentation** to share with the class (20%). The presentation reveals students’ knowledge of the topic they have developed, an ability to persuasively answer their colleagues’ questions, make coherent argumentation as well as their public speech skills.

#### 2. Final examination: 50%

➤ **In-class examination** (25%)

A written answer to one question from the examination card (see the list of questions below).

➤ **Final essay / research work** on the selected topic (25%).

Format: Times New Roman, 12, 1.5 space, min 9-max 10 pages. The students choose a topic within the course-related range of topics upon consultation with the professor. The essay should contain elements of scientific research. The requirements for the essay writing are to be provided by the professor in advance. The paper should be original with an abstract, annotated bibliography and outline, proper footnotes and quotation marks. The students submit their essays to the professor 5 days before the end of the course.

The formula of calculating the final grade is as follows:

$$\boxed{\textit{Final grade} = 0,5*\textit{cumulative grade} + 0,5*\textit{examination grade}}$$

Provided that the training in ethnic and religious processes within this Master’s program is comprised of two parts (one is delivered in the 1<sup>st</sup> year and the another is to be taught in the 2<sup>nd</sup> year of the Master’s program), each student’s final academic achievement in this discipline will be accessed on the basis of the average mean of the final grades received during both parts of the course (by dividing the sum of two final grades by two and rounding upward).

### **The grading system for the assessment items**

“Outstanding”	10 points	A+
“Very good”	8-9 points	A-, A
“Good”	6-7 points	B-, B
“Satisfactory”	4-5 points	C, C-
“Poor”	1-3 points	F

## VI. Guidelines for Knowledge Assessment

- Students are required to fulfil all the components of assessment in order to get a final grade for the course.
- Reading, analyzing and synthesizing of the required readings is a pre-requisite for participating at every class.
- Attendance of the classes is essential.
- Contribution to the discussions at class is extremely significant for successful completion of the course and for achieving the main learning goals.
- A student’s absence at class or abstaining from answer equals to “0” points for participation.
- Students’ absence at less than a half of classes equals to “0” points for participation.
- Submitting of less than a half of the required assignments equals to “0” points for activity on seminars.
- Late paper submissions will not be accepted, plagiarism and “copy-paste” will be strictly punished.

### Sample topics of final essay / research work

1. The causes and typology of ethnic and religious conflicts (with reference to Asia)
2. Contemporary approaches to nationalism and their application to Asian studies
3. Theories of ethnic violence and their application to the conflicts in Asia
4. The role of ethno-confessional factor in contemporary conflicts (with the example of Asia)
5. The role of the cultural factor in contemporary ethnic and religious conflicts (with example of the Asia region or a specific Asian country)
6. The role of the territorial factor in ethnic conflicts in Asia. Borders and ethnic conflict in Asia
7. Terrorism and ethnic conflicts in Asia: origins, the present situation and ways of countering terrorism in the region
8. Ethnic and religious contradictions in Asia: the impact on national and regional development

9. Internal conflict and the humanitarian crisis in Afghanistan in the post-Cold war period
10. Ethno-confessional realities in South Asia: specific features and trends
11. Tensions between Hindus and Muslims in India: origins, the current situation and possible ways of settling the contradictions
12. The Kashmir problem in India-Pakistan relations: evolution and alternative ways of resolving the problem
13. Sectarian and ethnic contradictions in Pakistan: origins, specific features and trends
14. Ethnic and religious separatism in North-East India and Upper Burma: the history and present state
15. Tamil-Sinhalese ethnic conflict in Sri Lanka: the current state and possible solutions
16. Economic and social status of ethnic minorities in Laos and Cambodia
17. Ethnic minorities' economic and social situation in Thailand. The intrastate ethnic and religious contradictions
18. Ethnic and religious issues in Vietnam: history and evolving problems
19. Ethnic and religious contradictions in Philippines: origins, specific features and problems of conflict resolution
20. The issue of inter-ethnic relations in China and practice of its governmental regulation
21. Islamic fundamentalism in China after the Cold war
22. China's new policies in Xinjiang: objectives, results, challenges
23. Ethnic policies in Taiwan and the emerging issue of the Taiwan sub-ethnic conflict: origins and specific features
24. Self-identification of nationalities in China / India / Thailand / etc. in the context of economic growth
25. Basic priorities and evolution of ethnic and religious policies in PRC / India / Pakistan / Afghanistan / Indonesia / Vietnam / Myanmar / Sri Lanka / Cambodia / Laos in the beginning of the 21<sup>st</sup> century

**The essay / research work grading criteria**

An "A" essay / research paper:

- Shows the results of the original student's research
- Should demonstrate analytical and independent research skills of a student – the paper moves beyond merely quoting ideas in the secondary literature
- Shows the broader evidence of its findings for the topic discussed or for the discipline of political and conflict studies
- Includes explanation of the aim, goals of the research, methodology employed in it as well as substantiation of the theoretical approach applied to the research Is flawless in reasoning, substance, mechanics

- Paragraphs flow smoothly
- One major topic is discussed in a separate paragraph
- Each topic is discussed in depth before moving on to the next one
- The paper starts with a substantial statement of intent, maintains its clarity and focus throughout the text
- Has a good structure and effective order
- All concepts and terminology are used correctly
- Has no ambiguity of points under discussion and meanings
- Thoughts are completed
- Evidence is used in proper context
- Paper shows thorough understanding of the course material
- Good mechanical and conceptual organization
- The conclusion is directly rooted in and supported by the evidence given in the body of the text

### **List of suggested examination questions**

1. Conflict as a social phenomenon and a subject of scientific inquiry. Types, stages and levels of conflicts. The major characteristics and effects of intrastate conflicts.
2. Specific features of intrastate and interstate conflicts before and after World War II. Dynamics of conflicts in the second half of the 20<sup>th</sup> century-the early 21<sup>st</sup> century. Main conflict zones in Asia.
3. Approaches to understanding nation, national identity and nationalism: primordial, modernist, constructivist, instrumentalist approaches. Ethnic policy of state.
4. The concept of ethnic conflict. Theoretical approaches to ethnic conflicts, origins and causes of ethnic conflicts. The phenomenon of ethno-political conflict.
5. Ethnic and ethno-political contradictions in contemporary Asia: key features and trends, similarities and differences.
6. Theories of ethnic violence: rationalist theory, mobilization theory, psychological theory. Examples of application to the conflicts in Asia.
7. Religious conflict: definitions and characteristics. Religion and nationalism. Approaches to analyzing religious conflicts.
8. Specific features of religious contradictions in Asia. The role of the ethno-confessional factor in intrastate conflicts in Asia (20<sup>th</sup> -21<sup>st</sup> centuries).
9. The cultural factor in intrastate conflicts in contemporary Asia: characteristics and trends.
10. Impact of the territorial factor on ethnic conflicts in Asia. Borders and ethnic conflicts.
11. Violent forms of conflicts and terrorism in ethnic and religious contradictions in Asia: causes, effects, recent examples.

12. Tensions between Hindus and Muslims in India: origins, the current situation and possible ways of settling the contradictions.
13. Ethnic collisions in Assam and Punjab (India): actors, issues, dynamics, causes, structures, strategies.
14. Ethnic and sectarian contradictions in Pakistan. The Kashmir problem in India-Pakistan relations.
15. The Tamil-Sinhalese problem in Sri Lanka: actors, issues, dynamics, causes, structures, strategies.
16. Internal ethnic and religious conflicts in Afghanistan: actors, issues, dynamics, causes, structures, strategies.
17. Ethnic and religious contradictions in Indonesia: actors, issues, dynamics, causes, structures, strategies.
18. Ethnic and ethno-political issues in China. Government policies toward ethnic minorities in the 20<sup>th</sup> century-the early 21<sup>st</sup> century.
19. Islamic fundamentalism and ethnic separatism in contemporary China.
20. Ethnic separatism in Myanmar: actors, issues, dynamics, causes, structures, strategies.
21. Ethnic collisions in Laos: actors, issues, dynamics, causes, structures, strategies.
22. Identity conflicts in Cambodia: actors, issues, dynamics, causes, structures, strategies.
23. Ethnic and religious issues in Vietnam: actors, issues, dynamics, causes, structures, strategies.
24. Main approaches to conflict management and conflict resolution. The key principles of dealing with protracted ethnic and religious conflicts.
25. Diplomatic, political and economic means and coercive methods of conflict settlement. Examples of application to ethnic and religious contradictions in Asia.
26. Peace-building: main concepts, strategies and forms of peace-building operations used at various stages of conflict. Application of the specific peace-building strategies in the Asian context.
27. Methods of post-conflict regulation. The role of state and non-state actors in the post-conflict regulation activities in Asia.
28. Ethnic and religious contradictions in Asia in the beginning of the 21<sup>st</sup> century. Ways of improvement of conflict prevention and peace-building capacity in Asia. The new trends and prospects in building peace and security in Asia.

## VII. Teaching methodology

Besides traditional teaching methods, the course involves a number of interactive methods (round table discussions, panel discussions, work in pairs, interactive tutorials, etc.) and requires active participation of students during class discussions. The teaching is aimed at developing academic, cognitive, transferrable skills and is completely oriented at *active*

*learning.* The employed methods of teaching suppose to develop independent thinking, critical assessment, own thought formulation, practice special techniques of analysis. The professor applies a set of traditional and new teaching tools in order to deliver the course in an engaging and effective way.

For some topics, the professor compiles a collection of suggested readings and provides it to the students in the electronic form. Students as well are encouraged to find the course-related material themselves upon consultation with the instructor and course syllabus.

**VIII. Special Equipment and Software Support:** laptop, projector

**I. Course description**

**a. Title of the Course: “Ethno-religious Processes in Asia”.**

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**b. Prerequisites (Required academic background)**

Requirements for input knowledge, skills and competencies of the student: knowledge of the courses "History of Asian countries", "Ethnology and anthropology", "Theory and history of world religions"; ability to understand, critically analyze, use and reproduce orally and in writing the basic historical information; ability to compile reviews, abstracts and bibliography on the subject of research.

In the content respect, the course is closely linked with other courses within the curriculum of the Master’s program “**Socio-political Development and Challenges of Modern East Asia**” (courses on history, comparative politics, security, economics, etc.), which determines its harmonious integration in the curriculum. The interdisciplinary nature of the course presupposes that students shall frequently resort to the knowledge and skills obtained during their study at the MA program in Comparative Asian Studies.

**A. Course Type**

Compulsory

**B. Abstract**

The main purpose of the discipline is to give students a comprehensive understanding of the causes, types and consequences of modern conflicts both within individual countries and between different States, and their specifics related to the heterogeneous ethnic and religious composition of the population in the context of the current political situation at the regional level and the world as a whole.

## **II. Learning Objectives**

\* consider the socio-economic and political situation of ethnic groups and religious minorities in their historical and cultural development, the correlation of their needs, interests and values;

\* analyze the objective and subjective reasons for the strengthening of the ethno-confessional factor in the internal political development of Asian countries at the present stage, as well as the strategy of the authorities in addressing the national issue;

\* highlight the ideologies, driving forces, motivations of participants, stages, mechanisms and forms of manifestation of conflicts;

\* summarize information on ways and methods of conflict resolution that have been used in the past, as well as predict possible ways to resolve existing conflicts;

\* show the participation of international and regional organizations in the conflict resolution process.

## **III. Learning Outcomes**

As a result of studying the discipline the student must know:

\* features of development of global processes of modernity, their logic and conditionality

\* typology of contemporary religious and ethnic conflicts

\* major conflicts, their causes, stages of development, key events and personalities

\* present orally and in writing (in the form of essays, essays and written assessments)

the basic knowledge of the course and their own opinion on its main problems

\* systematically analyze the processes and phenomena in the field of course topics

\* skills and tools for finding and interpreting information

\* methods of orientation in the conditions of unstable conceptualism and multiplicity of information;

\* discussion and persuasion techniques.

#### IV. The course structure

The course falls into the category of the compulsory and is taught at the first year of the Master's program. The total amount of hours entitled for the course at the third module of the first year is 114 hours (42 hours of work at class and 72 academic hours of self-study).

**The distribution of the teaching time** is as follows:

Number of weeks	7
Number of hours for examination	1

**Number of credit units: 3**

#### The course schedule

Total class hours		Self-study	Total hours
Lectures	Seminars		
<b>18</b>	<b>24</b>	<b>72</b>	<b>114</b>

#### Course plan (by topics)

Index number of class	Title of the topic	Distribution of hours by a form of work		
		Lectures	Seminars	Self-study
<b>I</b>	<b>Arab-Israeli conflict</b>			
<b>1</b>	<b>The origins of the Arab-Israeli conflict.</b> Jews and Arabs: the brief history of relations. The existence of the Jewish people in the Diaspora. The ideas of the European powers to solve the "Jewish question" with the help of the Jewish	<b>2</b>	<b>2</b>	<b>8</b>

	colonization of Palestine (mid-19th century). The birth of political Zionism. The Sykes-Picot agreement and the Balfour Declaration. The aggravation of Arab-Jewish relations during the British mandate in Palestine.			
<b>2</b>	<b>The Arab-Israeli conflict in the 40-50-s.</b> The Palestinian question at the UN. The abolition of the British mandate and the proclamation of Israel. The first Arab-Israeli war (1948-1949) and its consequences. Problems of the occupied territories and refugees. The Suez crisis of 1956 and its impact on the course of the Arab-Israeli conflict.	<b>2</b>	<b>2</b>	<b>8</b>
<b>3</b>	<b>The Arab-Israeli conflict in the 60-70-s.</b> Establishment of the Palestine liberation Organization (1964). "War for water" (1964). The escalation of military tension by the Arab regimes on the borders of Israel. The six-day war of 1967. The coming to power of Sadat in Egypt. "Black September" 1970 in Jordan. War of 1973 and its consequences. Peaceful settlement between Egypt and Israel.	<b>2</b>	<b>2</b>	<b>8</b>
<b>4</b>	<b>The Arab-Israeli conflict at the present stage.</b> Changes in the geopolitical situation in the middle East in the early 80-s of the Israeli Invasion of Lebanon. "Tunisian period" in the history of PLO. Beginning of the 1st intifada (December 1987). Proclamation of the Palestinian state (November 1988). Madrid conference on settlement (1991). Establishment of the Palestinian national authority (1993). Elections in the Palestinian authority (1996) – the victory of Arafat and the Fatah organization. Palestinian-Israeli dialogue. The second intifada, the prevalence of terrorist methods and Israel's reaction. The struggle for power in the Palestinian authority between Fatah and Hamas.	<b>2</b>	<b>4</b>	<b>8</b>
<b>II</b>	<b>Cases of ethnic and religious conflicts:</b>			

	<b>Middle East and Central Asia.</b>			
<b>5</b>	<p><b>Civil war in Lebanon (1975-1990).</b>  A kind of political system in Lebanon. The six-day war of 1967 and the influx of Palestinian refugees as factors that violated its stability. The split of Lebanese society on an ethno-confessional basis. The transformation of southern Lebanon into a PLO base. Intervention of Syria, Israel and Iraq in the Lebanese events. The emergence of the Hezbollah. The Taif accords (1989): the transformation of Lebanon's political system. The end of the civil war (1990).</p>	<b>2</b>	<b>2</b>	<b>8</b>
<b>6</b>	<p><b>Ethnic and confessional conflicts in Iraq.</b>  Features of formation of modern Iraq. The heterogeneity of the ethnic and religious composition of the population. The place of the Kurdish national question in the political life of Iraq. Armed struggle of Kurds under the leadership of M. Barzani (1961-1975). The Kurdish question during the reign of Saddam Hussein. Shia Arabs of Iraq: socio-economic situation and place in the life of the country. Aggravation of Sunni-Shiite contradictions in Iraq under Saddam. The Shiite uprising of 1991, the Fall of the regime of Saddam Hussein. The contemporary situation in Iraq.</p>	<b>2</b>	<b>4</b>	<b>8</b>
<b>7</b>	<p><b>Kurdish problem in Turkey.</b>  The origins of the Kurdish problem. The position of the Kurds in the Ottoman Empire. The policy of Kemal Ataturk and his successors in the national issue and the problem of Kurds.  The reasons for the aggravation of the Kurdish problem in modern Turkey. Socio-economic and political situation of the Kurds. Accelerating the development of the national consciousness of the Turkish Kurds. Formation of the Kurdish Workers ' party. Its programme. Activities of other political parties and organizations of Turkish Kurds. The position of the Turkish government and the views of Turkish</p>	<b>2</b>	<b>2</b>	<b>8</b>

	political parties on the Kurdish problem. The situation in the Kurdish national movement after the death of Ojalan. The international aspect of the Kurdish problem. The contemporary situation in Turkey.			
<b>8</b>	<b>Ethnic and confessional aspects of the civil war in Syria.</b> The main ethnic and religious groups in Syria. The "Arab spring". Secular and religious opposition to Bashar al-Assad's regime. Participation of external forces in the Syrian conflict. ISIS, Hezbollah. The position of the United States, Russia and Iran. Positions of the main ethnic and religious groups in Syria in the conflict. Possible resolution paths.	<b>2</b>	<b>4</b>	<b>8</b>
<b>9</b>	<b>Ethnic and confessional contradictions in post-soviet Central Asia.</b> The main ethnic and religious contradictions in the former Soviet republics of Central Asia: Kazakhstan, Uzbekistan, Turkmenistan, Tajikistan. External and internal factors affecting the current situation in Central Asia.	<b>2</b>	<b>4</b>	<b>8</b>
	Examination			
<b>Total</b>	<b>114</b>	<b>18</b>	<b>24</b>	<b>72</b>

## V. Reading List

### A. Essential readings

1. Ben-Yehuda, Hemda; Sandler, Shmuel. The Arab-Israeli Conflict Transformed: Fifty Years of Interstate and Ethnic Crises (SUNYS Series in Global Politics). State University of New York Press, 2002.  
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/search.action?query=The+Arab-Israeli+Conflict+Transformed>  
ProQuest Ebook Central - Academic Complete 2002
2. Gurbuz, Mustafa Cagri. Rival Kurdish Movements in Turkey: Transforming Ethnic Conflict. Amsterdam University Press, 2016.  
<http://web.a.ebscohost.com/pfi/results?vid=2&sid=bce680ba-f3a5-4a5e-8459-a032bec561d1%40sdc-v->

sessmgr06&bquery=(Rival+AND+Kurdish+AND+Movements+AND+%22in%22+AND+Turkey%3a+AND+Transforming+AND+Ethnic+AND+Conflict)&bdata=JmRiPWVkc3B1YiZ0eXBIPtQ0JnNpdGU9cGZpLWxpdmU%3d

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DOAB Directory of Open Access Books 2016

3. Mitchell, Thomas G. *Native vs. Settler: Ethnic Conflict in Israel/Palestine, Northern Ireland and South Africa*. Praeger, 2000.  
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/search.action?query=Native+vs.+Settler+%3A+Ethnic+Conflict+in+Israel%2FPalestine%2C+Northern+>  
ProQuest Ebook Central - Academic Complete 2000
4. Oded Haklai. *Palestinian Ethnonationalism in Israel*. University of Pennsylvania Press, 2011. <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/search.action?query=Palestinian+Ethnonationalism+in+Israel>  
ProQuest Ebook Central - Academic Complete 2011
5. Peleg, Ilan; Waxman, Dov. *Israel's Palestinians: The Conflict Within*. Cambridge University Press, 2011.  
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/search.action?query=+Israel%E2%80%99s+Palestinians%3A+The+Conflict+Within>  
ProQuest Ebook Central - Academic Complete 2011
6. Shatzmiller, Maya. *Nationalism and Minority Identities in Islamic Societies (Studies in Nationalism and Ethnic Conflict)*. McGill-Queen's University Press, 2005. <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/search.action?query=Nationalism+and+Minority+Identities+in+Islamic+Societies+>  
ProQuest Ebook Central - Academic Complete 2005

## **B. Additional readings**

1. Bickerton, Ian J. *The Arab-Israeli Conflict: A History (Contemporary Worlds)*. Reaktion Books Ltd., 2009. <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/search.action?query=+The+Arab-Israeli+Conflict%3A+A+History>  
ProQuest Ebook Central - Academic Complete 2009
2. Cohen, Hillel; Watzman, Haim. *Year Zero of the Arab-Israeli Conflict 1929*. Brandeis University, 2015. <https://ebookcentral.proquest.com/lib/hselibrary-ebooks/search.action?query=Year+Zero+of+the+Arab-Israeli+Conflict+>  
ProQuest Ebook Central - Academic Complete 2015

3. Daigle, Craig. *The Limits of Détente: The United States, the Soviet Union, and the Arab-Israeli Conflict, 1969-1973*. Yale University Press, 2012.  
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/search.action?query=The+Limits+of+D%C3%A9tente%3A+The+United+States>  
 ProQuest Ebook Central - Academic Complete 2012
4. Hahn, Peter L. *Caught in the Middle East: U.S. Policy Toward the Arab-Israeli Conflict, 1945-1961*. University of North Carolina Press, 2005.  
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/search.action?query=Caught+in+the+Middle+East+%3A+U.S.+Policy+toward+the+Arab-Israeli+Conflict>  
 ProQuest Ebook Central - Academic Complete 2005
5. Kattan, Victor. *From Coexistence to Conquest: International Law and the Origins of the Arab-Israeli Conflict, 1891-1949*. Pluto Press, 2009.  
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/search.action?query=From+Coexistence+to+Conquest%3A+International+Law>  
 ProQuest Ebook Central - Academic Complete 2009
6. Kumaraswamy, P. R. *A to Z of the Arab-Israeli Conflict (A to Z guide series ; no. 66)*. Scarecrow Press Incorporated, 2009.  
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/search.action?query=A+to+Z+of+the+Arab-Israeli+Conflict>  
 ProQuest Ebook Central - Academic Complete 2009
7. Mark Tomass; Koohi-Kamali. *The Religious Roots of the Syrian Conflict: The Remaking of the Fertile Crescent*. Palgrave Macmillan Ltd, 2016.  
[http://web.a.ebscohost.com/pfi/results?vid=13&sid=bce680ba-f3a5-4a5e-8459-a032bec561d1%40sdc-v-sessmgr06&bquery=\(The+AND+Religious+AND+Roots+AND+%22of%22+AND+the+AND+Syrian+AND+Conflict%3a+AND+The+AND+Remaking+AND+%22of%22+AND+the+AND+Fertile+AND+Crescent\)&bdata=JmRiPWVkc3B1YiZ0eXB1PTQ0JnNpdGU9cGZpLWxpdmU%3d](http://web.a.ebscohost.com/pfi/results?vid=13&sid=bce680ba-f3a5-4a5e-8459-a032bec561d1%40sdc-v-sessmgr06&bquery=(The+AND+Religious+AND+Roots+AND+%22of%22+AND+the+AND+Syrian+AND+Conflict%3a+AND+The+AND+Remaking+AND+%22of%22+AND+the+AND+Fertile+AND+Crescent)&bdata=JmRiPWVkc3B1YiZ0eXB1PTQ0JnNpdGU9cGZpLWxpdmU%3d)  
 Springer eBooks (Complete Collection 2016) 2016
8. Marmura, Stephen M. E. *Hegemony in the Digital Age: The Arab/Israeli Conflict Online (Critical media studies)*. Rowman & Littlefield Publishing Incorporated, 2008.  
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/search.action?query=Hegemony+in+the+Digital+Age>  
 ProQuest Ebook Central - Academic Complete 2008

9. Morris, Benny. 1948: A History of the First Arab-Israeli War. Yale University Press, 2008.  
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/search.action?query=A+History+of+the+First+Arab-Israeli+War>  
 ProQuest Ebook Central - Academic Complete 2008
  
10. Podeh, Elie. Chances for Peace: Missed Opportunities in the Arab-Israeli Conflict. University of Texas Press, 1969.  
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/search.action?query=%3A+Missed+Opportunities+in+the+Arab-Israeli+Conflict>  
 ProQuest Ebook Central - Academic Complete 1969
  
11. Sela, Avraham. The Decline of the Arab-Israeli Conflict: Middle East Politics and the Quest for Regional Order. State University of New York Press, 1997.  
<https://ebookcentral.proquest.com/lib/hselibrary-ebooks/search.action?query=The+Decline+of+the+Arab-Israeli+Conflict>  
 ProQuest Ebook Central - Academic Complete 1997

## VI. Grading System

“Outstanding”	10 points	A+
“Very good”	8-9 points	A-, A
“Good”	6-7 points	B-, B
“Satisfactory”	4-5 points	C, C-
“Poor”	1-3 points	F

## VII. Guidelines for Knowledge Assessment

### C. Assessment criteria

The grading system is based at the “10-point” approach to evaluating students’ knowledge.

The form of the final control is *examination*.

### D. Grading taxonomy

Grading item	Total score	Item status
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<b>Participation &amp; oral assignments</b>	0-40%	no less than 50%
<b>Written assignments</b>	0-40%	no less than 50%
<b>Final examination</b>	0-20%	obligatory

### **E. Grading Policy and Assessment Items**

Students should participate in all kinds of work during the course.

1. Assignments: 40%

➤ **Written assignments** (analytical papers, critical reading papers, article reviews) (5% each, total: 20%)

➤ **Final essay / research work** on the selected topic (20%): Format: Times New Roman, 12, 1.5 space, min. 5 - max 10 pages. The students choose a topic within the course-related range of topics or propose their own topic upon consultation with the professor. The essay should contain elements of scientific research. The requirements for the essay writing are to be provided by the professor in advance. The paper should be original with an abstract, annotated bibliography and outline, proper footnotes and quotation marks. The students submit the essays to the professor 10 days before the end of the course.

3. Participation and oral assignments: 40%

➤ **Contribution to the seminar discussions** (20%). There will be a number of interactive teaching classes, including discussions on methodology, oral and written answers to the professor's questions based on the readings, methodology games, etc. A student abstaining from answer gets 0 points. Class attendance is essential. Students who stayed away from a class can get additional points by fulfilling additional tasks assigned by the professor. The total score is 20%.

➤ **Group project / presentation** to share with the class (20%). Small groups of students (3-4) choose a topic within the course-related range of topics upon consultation with the professor. The presentation reveals students' knowledge of the topic they have developed, an ability to persuasively answer their colleagues' questions, make coherent argumentation as well as their public speech skills.

4. Final Examination: 20%.

### **The course policy and Requirements**

- Students are required to fulfil all the components of assessment in order to get a final grade for the course.
- Reading, analyzing and synthesizing of the required readings is a pre-requisite for participating at every class.
- Attendance of the classes is essential.
- Contribution to the discussions at class is extremely significant for successful completion of the course and for achieving the main learning goals.
- A student's absence at class or abstaining from answer equals to "0" points for participation.
- Students' absence at less than a half of classes equals to "0" points for participation.
- Submitting of less than a half of the required assignments equals to "0" points for activity on seminars.
- Late paper submissions, plagiarism and "copy-paste" equals to "0" points for assignment.

### **VIII. Methods of Instruction**

Besides traditional teaching methods, the course involves a number of interactive methods (round table discussions, panel discussions, work in pairs, interactive tutorials, etc.) and requires active participation of students during class discussions. The teaching is aimed at developing academic, cognitive, transferrable skills and is completely oriented at *active learning*. The employed methods of teaching suppose to develop independent thinking, critical assessment, own thought formulation, practice special techniques of analysis. The professor applies a set of traditional and new teaching tools in order to deliver the course in an engaging and effective way.

The professor compiles a collection of suggested readings and provides it to the students in the electronic or printed form. Students as well are encouraged to find the course-related material themselves upon consultation with the instructor.

### **Sample topics of final essay / research work**

- Origins of ethnic and religious conflicts in the middle east and Central Asia. Internal and external factors
- Probable ways of resolving Arab-Israeli conflict
- Probable ways of resolving ethnic and religious conflicts in Iraq
- Probable ways of resolving ethnic and religious conflicts in Syria
- Self-identification of nationalities in Arab countries / Turkey / Iran / countries of Central Asia
- Basic priorities and evolution of ethnic and religious policies in Arab countries / Turkey / Iran / countries of Central Asia in the beginning of the 21<sup>st</sup> century

### **List of suggested examination questions**

The origins of the Arab-Israeli conflict.

The Arab-Israeli conflict in the 40-50-s.

The Arab-Israeli conflict in the 60-70-s.

The Arab-Israeli conflict at the present stage.

Civil war in Lebanon (1975-1990).

Ethnic and confessional conflicts in Iraq.

Kurdish problem in Turkey.

Ethnic and confessional aspects of the civil war in Syria.

Ethnic and confessional contradictions in post-soviet Central Asia.

Probable ways of resolving Ethnic and confessional conflicts in the Middle East and Central Asia.

IX. **Special Equipment and Software Support:** laptop, projector