Instructor Information
Instructor: John (Ivan) Jaworsky
Office: HH 307
Office Phone: 519-888-4567, x36566
Office Hours: 03:00-04:30, Tuesdays and Thursdays
Email: jjaworsk@uwaterloo.ca

Please note that I am often available to meet with students outside of my regular office hours. Feel free to drop by if my door is open, or send me an email message to set up an appointment. If you have course-related inquiries, feel free to send emails and I will try to respond as soon as possible. However, if you have a question that requires more than a brief (2-3 sentence) response, you should visit my office.

Course Description
In a world where globalization threatens the sovereignty of states, ethnic conflicts often undermine their stability. The wide variety of ethnic conflicts that exist today seriously challenge the ability of states to maintain peace within their borders, and raise serious questions about the role of international actors in state conflicts. This course examines the background to and underpinnings of ethnic conflict at both the theoretical and practical level. We will look at attempts to explain the causes of conflict as well as some proposals for conflict management.

Course Goals
The course is meant to introduce students to the phenomenon of ethnic conflict and the international community's response to it. It will also encourage students to think more deeply about why ethnic conflicts emerge and the pros and cons of the various means available to deal with such conflicts through political channels. This course will prepare students to think critically about the basic concepts relevant to the theme of this seminar, and will help them develop their skills in research, writing, and oral presentations.
Required Text

This course will not use a textbook. Course readings will be available as e-texts, accessible through the library’s course reserves system, and are listed under the seminar schedule below.

Course Requirements and Assessment

Information on course requirements and assessments.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Essay Outline</td>
<td>February 17</td>
<td>10</td>
</tr>
<tr>
<td>Essay</td>
<td>March 31</td>
<td>40</td>
</tr>
<tr>
<td>Seminar presentation</td>
<td>TBA</td>
<td>30</td>
</tr>
<tr>
<td>Readings Quiz</td>
<td>February 10</td>
<td>10</td>
</tr>
<tr>
<td>Seminar Participation</td>
<td>Throughout semester</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100%</td>
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</table>

Notes on the various class assessments

Essay Outline

Students are required to prepare an essay outline, due February 17, so that I can monitor your progress with the seminar essay. You must confirm and discuss your essay topic with the instructor before preparing the outline. The outline (approximately 2 pages) must include: a brief (one paragraph) statement of your thesis/argument; a point-form breakdown of how you plan to structure (construct) the essay (e.g., by providing tentative headings/subheadings); and a preliminary bibliography of sources you plan to use. Students should provide the instructor with both a hard (paper) copy of the outline, as well as an electronic copy, sent to the instructor’s regular email address.

Essay

You are to prepare a major course essay related to one of the themes of the course. The essay can be related to the topic of your seminar presentation, but you do not have to link the two. If the presentation and essay are related, you must keep in mind that the audience for, and purpose/format of the presentation and essay, are very different.

Your essay should have a critical, analytical focus, and should be structured in a traditional essay fashion. The essay should have an introduction in which you outline the importance of the issue you are dealing with, and briefly outline the essay’s argument (thesis). In the body of the essay you should logically develop your argument/thesis, and you should summarize your findings and their significance in your conclusions. Recommended length of essay: 15-20 pages of double-spaced text, including
references and bibliography. I will provide you with additional information concerning the course essay during the first few weeks of the semester.

Any referencing system that is commonly used in the social sciences is fine with me, as long as you are consistent in using this system. You must submit both a hard (paper) copy of the essay and an electronic copy, both submitted to the course instructor on March 31.

You must clear your essay topic with the instructor prior to preparing the essay outline, and you are encouraged to consult with the course instructor, throughout the semester, concerning the essay.

**Seminar Presentation**

After you choose a presentation topic (see the list provided near the end of this outline) and you confirm it with the instructor, you will be assigned a date for your presentation. You must make the greatest possible effort to deliver your presentation on this assigned date. You must also make a strong effort to attend all the presentations of your fellow students. If you are unable to attend any of the seminar presentations, you must inform me in advance. Each presentation should last approximately one hour (including time for questions and discussion), and presentations should be carefully prepared well in advance of the presentation date.

The purpose of the presentation is *not* to summarize the scholarly literature on a given topic. Rather, presenters should do their best to review and illustrate, in the most effective fashion possible, the main debates and controversies relevant to a significant theme relevant to the course. The purpose of your presentation is to stimulate your fellow students, and encourage them to discuss/debate a given topic.

You are free to decide how best to deliver your presentation, and you are encouraged to be imaginative in coming up with approaches that will stimulate your fellow students. You should not restrict yourself to a particular country or region; rather, you should use examples from a variety of contexts, focusing on those which are most useful in illustrating the points and arguments you are making.

You should let me know, several days prior to your presentation, if you require audio-visual equipment not already available in the seminar room. You should not, however, over-emphasize audio-visual “bells and whistles” at the expense of content. Good use of the blackboard can be just as effective as the use of more sophisticated audio-visual techniques.

Prior to your presentation, you are expected to prepare presentation briefing notes that will be circulated to your fellow seminar participants. You are responsible for what you include in these briefing notes. However, typically they will include a brief outline of the material to be covered in your presentation, maps, tables, figures, diagrams, etc. that will be of assistance to your fellow seminar participants and will help them participate in the seminar discussion, questions you would like seminar participants to consider prior to your presentation, etc. The briefing notes are a convenient means of
providing seminar participants with information that is difficult or overly time-consuming to cover properly during your actual presentation. The briefing notes should *not* simply summarize the material you cover in the actual presentation; rather they should be seen as a supplement to your presentation.

Your briefing notes should also include references to materials that the seminar participants are expected to read or watch (e.g., journal articles, youtube clips, etc.) prior to your presentation. It is reasonable to expect your fellow seminar participants to read at least one journal article as well as several brief commentaries (e.g., materials from think tank or NGO websites, newspaper or newsmagazine articles, etc.) prior to your presentation. I will, if necessary, assist you in locating appropriate materials.

You should provide your briefing notes to the instructor (for distribution to your fellow seminar participants) no later than the Monday evening of the week when your presentation is scheduled.

**Readings Quiz**

A grade (out of 10) will be assigned to seminar participants based on their performance on a short-answer quiz, held on February 10, designed to evaluate their knowledge of the material covered in the course readings.

**Seminar Participation**

A grade (out of 10) will be assigned to seminar participants based on the nature and quality of their participation in seminar activities.

**Course Outline**

Notes on readings.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings Due</th>
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<tbody>
<tr>
<td>1</td>
<td>January 6</td>
<td><strong>Introduction to the course: some definitions</strong></td>
<td>Definitions sheet</td>
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<tr>
<td>2</td>
<td>January 13</td>
<td><strong>The importance of identity; the politics of ethnicity and nationalism; the challenges facing deeply divided societies</strong></td>
<td>Varshney, “Ethnicity and Ethnic Conflict”; Poole, “The Coming of Nationalism” (In <em>Nation and Identity</em>); Hosking, “Why Has Nationalism Revived in Europe?” Optional: Kaufmann, “Complexity and</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics</td>
<td>Readings Due</td>
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<td>Nationalism&quot; (this article provides a useful correction to the emphasis, in the constructivist approach, on the behaviour of elite groups).</td>
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<td>3</td>
<td>January 20</td>
<td><strong>Order and violence in multi-ethnic societies</strong></td>
<td>Van Evera, “Hypotheses on Nationalism and War”;</td>
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<td>Mueller, “The Banality of ‘Ethnic War’”;</td>
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<td>Boghossian, “The Concept of Genocide”;</td>
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<td>Toft, &quot;The Field of Ethnic Conflict Studies&quot;</td>
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<td>NB -- the other articles in the same issue of the journal Ethnopolitics all provide excellent insights into recent debates on various approaches to the study of ethnic conflicts.</td>
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<td>4</td>
<td>January 27</td>
<td><strong>Failures of Integration; secession, partition, and population transfer</strong></td>
<td>MacFarlane and Sabanadze, “Sovereignty and Self-Determination”;</td>
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<td>Buchanan, “Self-Determination and the Right to Secede”;</td>
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<td>Verrelli and Cruikshank, “Exporting the Clarity Ethos”</td>
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<td>5</td>
<td>February 3</td>
<td><strong>Power-Sharing and political accommodation</strong></td>
<td>McCulloch, “Consociational Settlements in Deeply Divided Societies”;</td>
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<td>McGarry and O’Leary, “Federation as a Method of Ethnic Conflict Regulation” (in Noel, <em>From Power Sharing to Democracy</em>)</td>
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<td>Kymlicka, &quot;The Rise and Fall of Multiculturalism?&quot;</td>
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<td>6</td>
<td>February 10</td>
<td><strong>External mediation; conclusions</strong></td>
<td>Aitken, “Cementing Divisions?”;</td>
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<td>Brown and Oudraat, “Internal Conflict and International Action”</td>
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<td>Kymlicka, &quot;The Internationalization of Minority”</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics</td>
<td>Readings Due</td>
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<td>7-12</td>
<td>Feb. 27 to Mar. 31</td>
<td>Presentations</td>
<td>Briefing notes, and accompanying materials</td>
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**Suggested Presentation Topics:**

Individual Rights, Group Rights, and Ethnicity/Nationalism: Can Group/Individual Rights be Reconciled?

The European Debate on the Pros and Cons of “Multiculturalism”: What is “Reasonable” Accommodation?

Autonomy/Federalism: Does Federalism/Autonomy Neutralize or Encourage Secession?

The Role and Importance of Diaspora Groups and “Kin” States: When (and How) is it Justified for “Kin” States to Assist “Compatriots” Abroad?

Secession, Partition and Autonomy: Changing Norms Concerning National Self-Determination

The European Minority Rights System: Success or Failure?

Evaluating “Truth and Reconciliation” Commissions: Successes and Failures

Language Policies and Language Politics

Class and Ethnicity: The Importance of “Market-Dominant” Minorities

The Politics of Immigration and Anti-Immigration Movements

“Affirmative Action” Policies for Ethnic Minorities: Pros and Cons

The Changing Nature and Meanings of Citizenship

Electoral Mechanisms and Party Structures: How Do They Influence the Potential for Ethnic Conflict?

Reparations and Apologies in Dealing with Legacies of the Past: Meaningful, or a Fig Leaf?

The Pros and Cons of Secession Referenda

Right-Wing Nationalism in Europe: A Real or Exaggerated Threat?

Nationalist Myths and National Histories: Dealing with the Burden of Historical Legacies

Civil Wars and Ethnic Conflicts -- the Greed vs Grievance Debate

Nationalism and Religion
Military and Security Forces: The "Ethnic Factor"

The Importance of Good Data for Studying Ethnic Conflicts

**Late Work**

The course essay is due on Friday March 31. Late essays will receive a 3% grade reduction per day, unless they are submitted with appropriate medical documentation. See Accommodation for illness form at: http://www.registrar.uwaterloo.ca/students/accom_illness.html

If you are submitting a late essay, hand it in person to me, or leave a hard copy in the instructor’s dropbox (3rd floor, Hagey Hall) and send an electronic copy, on the same day, to the instructor’s email address.

**Information on Plagiarism Detection**

Turnitin will not be used in this course. Students should be aware, however, that the course instructor has an excellent record of detecting student plagiarism.

**Electronic Device Policy**

I, and many students, find it distracting when laptops are used in class. Students who need to use laptops in class on a regular basis should sit in the back row of the seminar room.

**Attendance Policy**

N.B. Seminar attendance is *not* optional, and students should miss seminar sessions only if they have a valid reason (e.g., illness or a religious holiday). You should inform the instructor if you are unable to attend a particular seminar session.

**Academic Integrity**

*Academic Integrity:* In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and
responsibility. See the UWaterloo Academic Integrity webpage and the Arts Academic Integrity webpage for more information.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.

**Accommodation for Students with Disabilities**

**Note for students with disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.