Instructor Information

Instructor: John (Ivan) Jaworsky
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Office Phone: 519-888-4567, x36566
Office Hours: 11:30-01:30, Tuesdays and Wednesdays
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Please note that I am frequently in the office when I do not have formal 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 need to see me and cannot come by during my regular office hours. If you have a course-related inquiry, feel free to send me an email message and I will try to respond as quickly as possible. However, if you have a question that requires more than a brief (2-3 sentence) response, you should meet with me.

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 resolution.

Course Goals

The course is meant to introduce students to the phenomenon of ethnic conflicts as well as the responses of individual states and international organizations to such conflicts. It will 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 many of the basic concepts we use in political science, and will help them develop their skills in research, writing, and seminar 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.

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<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
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<tr>
<td>Essay Outline</td>
<td>October 18</td>
<td>10</td>
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<tr>
<td>Essay</td>
<td>November 29</td>
<td>40</td>
</tr>
<tr>
<td>Seminar presentation</td>
<td>TBA</td>
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<tr>
<td>Readings Quiz</td>
<td>October 25</td>
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<tr>
<td>Participation and Question Preparation</td>
<td>Weeks 7-12</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
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Notes on the various class assessments

**Essay Outline**

Students are required to prepare an essay outline, due October 18, so that I can monitor your progress with the seminar essay. You must confirm your essay topic with the instructor, and gain his approval for your topic, *before* preparing the outline. The outline (approximately 2 pages) must include: a brief (one paragraph) statement of the question(s) you pose, or the argument(s) you make, in the essay; a point-form breakdown of how you plan to structure (construct) the essay (e.g., provide me with tentative essay headings/subheadings); and a preliminary bibliography of useful sources. Students should provide the instructor with both a hard (paper) copy of the outline, as well as an electronic copy, sent to my regular email address on the day the essay outline is due.

**Course Essay**

You are to prepare a major course essay related to one of the themes of the course. The essay can be linked to the topic of your seminar presentation, but the presentation and essay do not have to be related. 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 (it should *not* be overly descriptive in nature, or have a heavy historical 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 or question(s) you pose. 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 November 29.

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**

Format of presentation: A briefing on a current (or former, or potential) ethnic tension/conflict situation. Length: Approximately 50-60 minutes (including time for questions and discussion).

Scenario: You will assume that your audience (fellow seminar participants) are Canadian backbench MPs who have been asked, on short notice, to join an international fact-finding team travelling to a particular region. They are expected to engage in a balanced, impartial analysis of: a) the actual or potential conflict situation that prevails (or formerly prevailed) in the region; or b) the reasons for the relative peace and calm that currently prevail in a region marked by ethnic diversity and occasional ethnic tensions. These MPs, who have little or no international experience and know little about the country/region they are about to visit, desperately need a short and effective briefing that will allow them to quickly get a “handle” on the situation at their destination once they arrive there.

You will play the role of a parliamentary assistant who has been assigned, on short notice, to provide the MPs with such a briefing. You are to do everything possible to provide these MPs with a realistic and insightful picture of the situation “on the ground” so that they don’t make fools of themselves by asking stupid questions, or making stupid comments, when they get off the plane at their destination……

a) In the case of a current conflict situation, the issues you would normally cover in your presentation include: the most significant reasons for the conflict (including some brief historical background); the main actors involved in the conflict, and the motives behind their activities; recent trends and tendencies in the conflict; the most significant proposals for dealing with the conflict put forward by domestic actors, regional actors, and international actors; the main reasons for the successes or failures of domestic, regional, and international efforts to deal with the conflict situation; etc.

b) In the case of a current non-conflict situation your presentation would normally cover: the main reasons for the absence of conflict (including some brief historical background); the main actors dissatisfied with the status quo, the significance of these actors and the reasons for their dissatisfaction; the potential for this dissatisfaction to grow into meaningful tensions and possible conflict; domestic, regional, and international efforts to ensure that existing tensions do not evolve into a conflict situation,
etc.

NB In your presentation you should stress what is most distinctive and important about your specific scenario, and you should include some brief comments about the general lessons (concerning ethnic conflicts and attempts to deal with them), that can be learned from an examination of your specific scenario.

Briefing Materials: To make the best use of the limited time available to you, on the Friday prior to your presentation you will provide your audience (your fellow students) with background information (in the form of briefing materials) relevant to your presentation. This should include some (or all) of the following: historical background information (but keep this brief – provide only those elements of the historical background that help us understand the present-day situation), demographic data, brief descriptions of some of the main actors involved in the situation under consideration, brief descriptions of the most important recent developments that have influenced the situation under consideration; maps; caricatures; references to brief articles that you may want the seminar participants to read prior to your presentation; URLs of relevant video clips available online, etc.

These briefing materials should *not* consist of a summary of your presentation; rather, you should use these notes to provide your audience with information that would be difficult (because of the limited time available to you) to include in your actual presentation, and will help your audience better understand the material you discuss in your presentation. The briefing materials (several pages of information) should be provided to me in the form of an e-mail attachment, and these materials will then be distributed to the other seminar participants. Each presentation as well as the quality of the briefing materials will be assessed by the other seminar participants. The grades assigned to your presentation by your peers will help the instructor compile a final grade for your presentation. It is recommended that you consult with the instructor prior to your presentation.

All students must sign up for a seminar presentation before the third week of classes (Wednesday September 27). If you are strongly interested in a particular scenario/topic, you should sign up for this scenario/topic as soon as possible (first come, first served).

**Readings Quiz**

A grade (out of 10) will be assigned to seminar participants based on their performance on a short-answer quiz, held on Oct. 25, designed to evaluate their knowledge of the material covered in the course readings.

**Participation and Question Preparation**

Each seminar participant will prepare, in writing, two questions concerning *each* scenario to be
discussed during Weeks 7-12. These questions will be submitted to the class instructor at the beginning of each seminar. You should use the briefing notes you receive prior to each presentation, as well as other information available to you, to help you prepare these questions. The questions should not be general questions that could apply to any ethnic conflict situation; rather, they should be “tailored” to the specific situation discussed in a particular presentation. I will assign a grade out of 10 for the quality of the questions you have submitted, and for your general seminar participation.

**Course Outline**

Notes on readings.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings Due</th>
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<tr>
<td>1</td>
<td>September 13</td>
<td><strong>Introduction to course: some definitions</strong></td>
<td>Definitions sheet</td>
</tr>
<tr>
<td>2</td>
<td>September 20</td>
<td><strong>The importance of identity; the politics of ethnicity and nationalism; the challenges facing deeply divided societies</strong></td>
<td>Poole, “The Coming of Nationalism” (In <em>Nation and Identity</em>); Varshney, “Ethnicity and Ethnic Conflict”; Nodia, &quot;The End of the Postnational Illusion&quot;</td>
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<tr>
<td>4</td>
<td>October 4</td>
<td><strong>Failures of Integration; secession, partition, and population transfer</strong></td>
<td>MacFarlane and Sabanadze, “Sovereignty and Self-Determination”; Buchanan, “Self-Determination and the Right to Secede”; Verrelli and Cruikshank, “Exporting the Clarity Ethos”</td>
</tr>
<tr>
<td>5</td>
<td>October 13</td>
<td><strong>Power-Sharing and political accommodation</strong></td>
<td>McCulloch, “Consociational Settlements in Deeply Divided Societies”;</td>
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<tr>
<td>Week</td>
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| 6    | October 18 | **External mediation; conclusions**          | McGarry and O'Leary, “Federation as a Method of Ethnic Conflict Regulation” (in Noel, *From Power Sharing to Democracy*)  
|      |          |                                             | Kymlicka, "The Rise and Fall of Multiculturalism?"                           |
|      | October 25 | **Presentations: Western liberal democracies** | Aitken, “Cementing Divisions?”;                                               |
|      | November 1 | **Presentations: Former Soviet Union, Eastern Europe** | Brown and Oudraat, “Internal Conflict and International Action”               |
|      | November 8 | **Presentations: Asia**                      | Kymlicka, "The Internationalization of Minority Rights"                       |
|      | November 15 | **Presentations: Africa**                    |                                                                               |
|      | November 22 | **Presentations: Indigenous Peoples, Immigrant Minorities, and Miscellaneous** |                                                                               |
|      | November 29 | **Presentations: Miscellaneous**            |                                                                               |

**Week 7. CASE STUDIES: SEPARATIST AND/OR AUTONOMIST MOVEMENTS IN WESTERN EUROPE, UNITED STATES**

Possible presentation topics: Belgium; France (Corsica); Spain (Catalonia or the Basque Territories); Great Britain (Scotland, Northern Ireland, or Wales); United States (Puerto Rico); Cyprus.

**Week 8. CASE STUDIES: EASTERN EUROPE AND THE FORMER SOVIET UNION**
Possible presentation topics: Russia (Chechnya); Ukraine (Crimea and the Crimean Tatars); Azerbaijan (the “frozen conflict” in Nagorno-Karabakh); Moldova (the “frozen conflict” in Transdnistria); Estonia and/or Latvia (Russian diaspora populations); Romania and/or Slovakia (Hungarian diaspora populations); the Roma; Macedonia (Albanian minority); Bosnia-Herzegovina.

Week 9.  **CASE STUDIES: ASIA**

Possible presentation topics: India (Kashmir, Khalistan); China (Tibet, the Uighurs); the Chinese minorities in Southeast Asia (e.g., Malaysia); Afghanistan; Sri Lanka (Tamil); Burma; the Hmong.

Week 10.  **CASE STUDIES: AFRICA**

Possible presentation topics: Dealing with the legacy of the past in Rwanda-Burundi; the Congo; South Sudan; managing ethnic diversity and the legacy of apartheid in South Africa; evaluating the effectiveness of truth and reconciliation commissions in Africa -- focus on Liberia; etc.

Week 11.  **INDIGENOUS PEOPLES, IMMIGRANT MINORITIES, AND MISCELLANEOUS**

Possible presentation topics: Indigenous populations in South America; the Maoris in New Zealand; immigrant minorities in Western Europe; the Kurds in Turkey or Iraq; the Berbers in North Africa.

Week 12.  **OTHER**

**Late Work**

The course essay is due on Tuesday November 29. Late essays will receive a 3% grade reduction per day, unless they are submitted with appropriate medical documentation. See more information about accommodation for illness see: https://ugradcalendar.uwaterloo.ca/page/Regulations-Accommodations and https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness

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). 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](http://example.com) and the [Arts Academic Integrity webpage](http://example.com) 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](http://example.com). For typical penalties check [Guidelines for the Assessment of Penalties](http://example.com).

*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](http://example.com), 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.