

Department of Political Science, University of Waterloo
PSCI 456 – Ethnic Conflict and Conflict Resolution
Course Outline and Readings, Fall 2012

Instructor: John (Ivan) Jaworsky, Rm. 307 HH (Hagey Hall), telephone -- ext. 36566

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The seminar will be held on Tuesdays during the Fall 2012 term, 9:30-12:20, in RCH Rm. 106

Office hours: Tues. 3:00-4:30; Thurs. 2:00-4:00

N.B. I am also available at other times during the week **by appointment**.

Undergraduate Secretary, Dept. of Political Science: Karen Walo, Rm. 313 HH, ext. 33396

PREREQUISITES: Fourth-year standing, or consent of instructor.

FORMAT: This is a seminar course which meets once a week.

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.

REQUIREMENTS: Students are required to make a **presentation** during the seminar (worth 20% of the final course mark) and **participate in seminar discussions** (the general participation mark is worth 20% of the final course mark). Seminar participants are also required to write a **course essay**, worth 50% of the final course mark and due on **November 27** (the last day when the seminar meets). **After clearing their essay topic with the instructor**, students are required to hand in an **essay outline** (including a **preliminary bibliography**), due **October 23**, worth 10% of the final mark. You will be penalized for missed assignments, or late submission of assignments.

N.B. Seminar attendance is not optional, and students should miss seminar sessions only if they have a valid reason (e.g., illness).

TEXTBOOKS: Taras and Ganguly, Understanding Ethnic Conflict, 4th ed. (2010). Other course readings will be available as e-texts, or occasionally will be placed on reserve.

SEMINAR SCHEDULE

NB -- You are expected to read the materials listed under each week prior to each session of the seminar and should be prepared to discuss these materials during the seminar. Unless indicated otherwise, the materials noted below are available on-line, as electronic texts, through the university library. If there are any changes to the reading list (items added or deleted), students will be promptly informed.

Week 1. Introduction to the course

Text: Preface

Week 2. Ethnic Identities and Nationalism

Text: Chapter 1, and Chapter 5.

Beissinger, "A New Look at Ethnicity and Democratization," Journal of Democracy, Vol. 19, No. 3 (July 2008): 85-97.

Read the entry on nationalism in the Stanford Encyclopedia of Philosophy, available at the following URL: <http://plato.stanford.edu/entries/nationalism/>

Week 3. Causes and Consequences of Ethnic Conflict

Text: Chapter 7.

Murer, "Ethnic Conflict: An Overview of Analyzing and Framing Communal Conflicts From Comparative Perspectives," Terrorism and Political Violence, Vol. 24, No. 4 (2012): 561-580.

Van Evera, "Hypotheses on Nationalism and War," International Security Vol. 18, No. 4 (Spring 1994): 5-39.

Mueller, "The Banality of 'Ethnic War'," International Security Vol. 25, No. 1 (Summer 2000): 42-70.

Week 4. Ethnic Conflict and International Norms

Text: Chapter 2, Chapter 6.

Aitken, "Cementing Divisions? An assessment of the impact of international interventions and peace-building policies on ethnic identities and divisions," Policy Studies Vol. 28, No. 3 (September 2007): 247 – 267.

Boghossian, "The Concept of Genocide," Journal of Genocide Research Vol. 12, Nos. 1-2 (2010): 69 – 80.

Buchanan, "Self-Determination and the Right to Secede," Journal of International Affairs, Vol. 45 (Winter 1992): 347-365.

Week 5. Ethnic Conflict and International Security

Text: Chapter 3, Chapter 8

Kymlicka, "The Internationalization of Minority Rights" in International Journal of Constitutional Law 6, No. 1 (2008): 1-32.

Week 6. Ethnic Conflicts and International Intervention

Text: Chapter 4, Chapter 9, Chapter 10

Evans, "Ethnopolitical Conflict: When is it Right to Intervene?," Ethnopolitics, Vol. 10, No. 1 (2011): 115 – 123.

Week 7. CASE STUDIES: SEPARATIST AND AUTONOMIST MOVEMENTS IN WESTERN LIBERAL DEMOCRATIC STATES

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

Week 8. CASE STUDIES: THE FORMER SOVIET UNION AND EASTERN EUROPE

Possible presentation topics: Crimea and the Crimean Tatars; the "frozen conflict" in Nagorno-Karabakh (Azerbaijan); the "frozen conflict in Transdnistria (Moldova); Russian diaspora populations in Estonia and/or Latvia; Hungarian diasporas in Romania and/or Slovakia; the Roma.

Week 9. CASE STUDIES: ASIA

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

Week 10. CASE STUDIES: AFRICA

Possible presentation topics: Dealing with the legacy of the past in Rwanda-Burundi; managing ethnic diversity and the legacy of apartheid in South Africa; evaluating the effectiveness of truth and reconciliation commissions in Africa; assessing the situation in Sierra Leone or Liberia.

Week 11. INDIGENOUS PEOPLES, IMMIGRANT MNORITIES, AND MISCELLANEOUS

Possible presentation topics: Indigenous populations in South America; the Maoris in New Zealand; immigrant minorities in Western Europe; the Kurds in the Middle East.

Week 12. OTHER

NB This course is recognized as a PACS Content Course that fulfills requirements in the interdisciplinary Peace and Conflict Studies plan. For information about doing a PACS concentration (Major, Minor or Option) visit: <http://grebel.uwaterloo.ca/academic/undergrad/pacs/plans.shtml>.

Notes Concerning Seminar Presentation and Seminar Essay

Format of presentation: A briefing on a current (or potential, or former) ethnic conflict situation. Length: Approximately 45-50 minutes (including questions and discussion).

Scenario: Several Canadian backbench MPs have been asked, on short notice, to join an international fact-finding team that will travel to a particular region. They are expected to engage in a balanced, impartial analysis of: a) the 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 considerable 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, are desperate to receive a brief, “punchy” briefing that will allow them to quickly get a “handle” on the situation once they arrive at their destination.

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 the 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 you would normally cover: 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 **non-conflict** situation you would normally cover: the main reasons for the absence of conflict; 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 tension and possible conflict, domestic, regional, 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.

General Comment: To make the best use of the limited time available to you, on the **Thursday** 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; cartoons; 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 the 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. In turn each seminar participant will prepare, in writing, **two questions** concerning each scenario to be discussed in a particular class. These questions will be submitted to the class instructor at the beginning of each seminar, and the briefing notes you have received will 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. Each presentation will be graded by the other seminar participants, and the

quality of the briefing materials will also be evaluated. 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.

Course Essay

The course essay can be related to your seminar presentation, but you do not have to link the two. If the presentation and essay are related, 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. Any **generally accepted** referencing system is fine with me, as long as you are consistent in using this system. Make sure that you make (or save) a copy of the essay before handing it in.

Students are required to prepare an **essay outline** so that I can monitor your progress with the essay. You must discuss and confirm 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 breakdown of how you plan to construct (structure) the essay (headings/subheadings); a preliminary bibliography of useful sources.

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.

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://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>.

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,

<http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>.

Academic Integrity website (Arts):

http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academicintegrity/>

Accommodation for Students with Disabilities:

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, 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 OPD at the beginning of each academic term.