

University of Waterloo
Department of Political Science
PSCI 456
Ethnic Conflict and Conflict Resolution
Winter 2014
09:30-12:20 Tuesdays, RCH 109

Instructor Information

Instructor: John (Ivan) Jaworsky

Office: HH 307

Office Phone: 519-888-4567, x36566

Office Hours: 1:30-3:00, Tuesdays and Thursdays

Email: jjaworsk@uwaterloo.ca

Please note that I am often available outside of my regular office hours. 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 come by to see 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 conflict, and domestic and international responses to ethnic conflict. 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 we use in political science, and will help them develop their skills in research, writing, and oral presentations.

Required Text

- Adrian Guelke, *Politics in Deeply Divided Societies* (Cambridge: Polity Press, 2012).

The text noted above is available in the university bookstore. Other required readings (mostly journal articles) will be available as e-readings.

Course Requirements and Assessment

Information on course requirements and assessments.

Assessment	Date of Evaluation (if known)	Weighting
Essay Outline	February 25	10
Essay	April 1	40
Seminar presentation	TBA	30
Participation: General	Entire semester	10
Participation: Question Preparation	Weeks 7-12	10
Total		100%

Notes on the various class assessments

Essay Outline

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); and a preliminary bibliography of useful sources.

Essay

The course 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, 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 generally accepted referencing system is fine with me, as long as you are consistent in using this system. You will submit a hard (paper) copy of the essay and an electronic copy, both submitted to the course instructor on April 1.

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 potential, or former) ethnic tension/conflict situation. Length: Approximately 45-50 minutes (including questions and discussion).

Scenario: Your audience (fellow seminar participants) will play the role of Canadian backbench MPs who have been asked, on short notice, to join an international fact-finding team that will travel to a particular region. The members of this team 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, desperately need a brief, “punchy” 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 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, 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 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; 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 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. Each presentation and the quality of the briefing materials will be graded 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 strongly recommended that you consult with the instructor prior to your presentation.

Participation: General

A grade (out of 10) will be assigned to each seminar participant based on the quality of the participant's general seminar participation (questions, comments, participation in discussions, etc.).

Participation: 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, 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. I will assign a grade out of 10 for the quality of the questions you have submitted.

Course Outline

Notes on readings.

Week	Date	Topics	Readings Due
1	January 7	Introduction to course	No readings
2	January 14	The politics of ethnicity and nationalism; the importance of identity; challenges facing deeply divided societies	Text, Chapters 1-2; Varshney, “Ethnicity and Ethnic Conflict”
3	January 21	Violence, order, and justice; the challenge of policing	Text, Chapters 3-4; Boghossian, “The Concept of Genocide”; Van Evera, “Hypotheses on

Week	Date	Topics	Readings Due
			Nationalism and War"; Mueller, "The Banality of 'Ethnic War'"
4	January 28	Limits to Integration; partition and population transfer	Text, Chapters 5-6; Buchanan, "Self- Determination and the Right to Secede"
5	February 4	Power-Sharing and political accommodation	Text, Chapter 7; Dixon, "Is Consociational Theory the Answer..." Kymlicka, "The Rise and Fall of Multiculturalism?"
6	February 11	External mediation; conclusions	Text, Chapters 8-9; Rudolph, "Introduction: Communal Conflict..." Aitken, "Cementing Divisions?" Kymlicka, "The Internationalization of Minority Rights"
7	Feb 25	Presentations: Western liberal democracies	Briefing notes, and accompanying materials
8	March 4	Presentations: Former Soviet Union, Eastern Europe	Briefing notes, and accompanying materials
9	March 11	Presentations: Asia	Briefing notes, and accompanying materials
10	March 18	Presentations: Africa	Briefing notes, and accompanying materials
11	March 25	Presentations: Indigenous Peoples, Immigrant Minorities, and Miscellaneous	Briefing notes, and accompanying materials
12	April 1	Presentations: Miscellaneous	Briefing notes, and accompanying materials

Late Work

The course essay is due on Tuesday April 1. 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 LEARN dropbox.

Information on Plagiarism Detection

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

Electronic Device Policy

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

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.

Institutional-required statements for undergraduate course outlines approved by Senate Undergraduate Council, April 14, 2009

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity Webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity Office Webpage \(http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility\)](http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility) for more information.

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 \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline

A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (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. For information on categories of offenses and types of penalties, students should refer to [Policy 71, Student Discipline \(http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check [Guidelines for the Assessment of Penalties \(http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm\)](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

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](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm) (<http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>).

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.