

Department of Political Science, University of Waterloo

PSCI 655 – Ethnic Conflict and Conflict Resolution

Outline and Readings Winter 2010

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

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Class held on Thursdays during the winter 2010 term, 01:30-04:20Th, in EV1 225

Office hours: Tues. 1:30-3:00; Wed. 1:30-3:30

PREREQUISITES: Graduate 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 ethnic conflict at both the theoretical and practical level. We will look at theories about the causes of conflict as well as proposals for conflict resolution.

REQUIREMENTS: Students are required to make at least one presentation during the seminar (worth 20% of the final course mark) and fully participate in seminar discussions (the general participation mark is worth 20% of the final course mark). They are also required to write a course essay (details provided separately), worth 50% of the final course mark and due at the end of March. After clearing their essay topic with the instructor, students are required to hand in an essay outline (including a preliminary bibliography), due Feb. 25, worth 10% of the final mark.

TEXTBOOKS: Milton Esman, An Introduction to Ethnic Conflict (Cambridge: Polity Press, 2004). Other course readings will be placed on reserve or are available as e-texts.

SEMINAR SCHEDULE

Week 1. INTRODUCTION TO COURSE

Text: Chapter 1.

Week 2. UNDERSTANDING ETHNIC/NATIONAL SENTIMENTS AND SOLIDARITIES

Text: Chapter 2.

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

Bilgrami, "Notes toward the definition of 'identity'," Daedalus 135, No. 4 (Fall 2006): 5-14. Available as e-text through library.

Ruane and Todd, "The Roots of Intense Ethnic Conflict may not in fact be Ethnic: Categories, Communities and Path Dependence," in European Journal of Sociology 45, No. 2 (2004): 209-232. Available as e-text through library.

Smith, "The Shifting Landscapes of Nationalism," Studies in Ethnicity and Nationalism 8, No. 2 (2008): 317-330. Available as e-text through library.

Week 3. ETHNIC PLURALISM AND ETHNIC CONFLICT

Text: Chapters 3-4

Fish and Brooks, "Does Diversity Hurt Democracy?" Journal of Democracy Vol. 15 No. 1 (Jan. 2004): 154-166. Available as e-text through library.

Varshney, "Nationalism, Ethnic Conflict, and Rationality," Perspectives on Politics Vol. 1, No. 1(2003): 85-99. Available as e-text through library.

Van Evera, "Hypotheses on Nationalism and War," International Security Vol. 18, No. 4 (Spring 1994): 5-39. Available as e-text through library (JSTOR).

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

Week 4. OUTSIDER INTERVENTION IN ETHNIC CONFLICTS

Text: Chapter 5.

Brown and Oudraat, "Internal Conflict and International Action: An Overview," in Brown *et al.*, eds. Nationalism and Ethnic Conflict (MIT Press, 2001), pp. 163-192. Copy in PSSA room.

Saideman, "Overlooking the Obvious: Bringing International Politics Back into Ethnic Conflict Management," The International Studies Review Vol. 4, No. 3 (December 2002): 63-86. Available as e-text through library.

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

Week 5. PATTERNS OF PLURALISM

Text: Chapters 6-8.

Kymlicka, Multicultural Citizenship: A Liberal Theory of Minority Rights (1995), Chapter 2 (“The Politics of Multiculturalism”). Copy in PSSA room.

Week 6. THE MANAGEMENT OF ETHNIC CONFLICT

Text: Chapters 9-10.

McGarry and O’Leary, “Framing the Debate: Integration Versus Accommodation,” in *Governing Diversity: Democratic Solutions in Multicultural Societies* (International Centre for Human Rights and Democratic Development, 2007), pp. 19-30, available at the following URL:

http://www.dd-rd.ca/site/_PDF/publications/R%26D-Governing-Diversity-ENG-low.pdf

Johnson, “The use and abuse of minority rights: Assessing past and future EU policies towards accession countries of central, Eastern and South-Eastern Europe,” International Journal on Minority and Group Rights Vol. 13, No. 1 (March 2006). Available as e-text through library.

Kymlicka, “*The Internationalization of Minority Rights*” in International Journal of Constitutional Law 6, No. 1 (2008): 1-32. Available as e-text through library.

Kaufmann, “Possible and Impossible Solutions to Ethnic Civil Wars,” International Security Vol. 20, No. 4 (Spring 1996): 136-175. Available as e-text through library (JSTOR).

Week 7. Student Presentations begin.....

A Note on Presentations..... Seminar participants are expected to actively participate in the seminar throughout the semester. However, participation is especially important once the student seminar presentations have begun, and each seminar participant is expected to participate in the discussions/debates, simulations, role-playing exercises, etc. that accompany or follow each presentation. If you are unable to attend any of the seminar presentations, you should inform me in advance.

The length of the seminar presentations will depend partly on the number of seminar participants. However, each presentation should last at least one hour (including questions, discussion, etc.), and presentations should be carefully prepared well in advance, in consultation with the course instructor.

During the preparation of your presentation you should keep in mind that the purpose of the presentation is not to dryly 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 an important 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, not to impress the instructor.

You are free to decide how best to deliver your presentation. You are encouraged to be imaginative in coming up with approaches (e.g., simulations, role-playing exercises, etc.) that will interest and stimulate your fellow students. You should not restrict yourself to a particular country or region; rather, you use examples from a wide range of different contexts to illustrate the points and arguments you are making.

You should let me know, at least 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 “bells and whistles” at the expense of content. Good use of the blackboard, or preparation of simple text handouts, can be just as effective as the use of more fancy 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 the content of these briefing notes. However, typically they will include the following: a brief point-form summary of the material to be covered in your presentation; tables, figures, diagrams, etc. that will be of assistance to your fellow seminar participants; materials that will help your fellow students participate in simulations, role-playing exercises, etc. The briefing notes are a convenient means of providing seminar participants with materials that are difficult or time-consuming to cover during your actual presentation.

Please note that your briefing notes should include references to several items that you require the seminar participants to read or watch (e.g., Youtube clips) prior to your presentation. You should provide your briefing notes to the instructor (for distribution to your fellow seminar participants) no later than Friday evening of the week prior to your presentation.

Suggested Presentation Topics:

Group Rights, Individual Rights, and Ethnicity

Question: Can Group/Individual Rights be Reconciled?

The Debate on the Pros and Cons of “Multiculturalism”

Question: What is “Reasonable” Accommodation?

National Self-Determination: Secession and Partition

Question: When (if ever) is Secession/Partition Justified?

National Self-Determination: Autonomy/Federalism

Question: Does Federalism/Autonomy Neutralize or Encourage Secession?

The Role and Importance of Diaspora Groups and “Kin” States

Question: How Justified is it for “Kin” States to Assist “Compatriots” Abroad?

The European Minority Rights System: Successes and Failures

Searching for Justice: The Issue of Reconciliation among Ethnic Groups in Post-Conflict Situations

Language Policy and Language Politics

Class and Ethnicity: “Market-Dominant” Minorities and their Role in Ethnic Conflicts

Immigration Policies and the Politics of Immigration

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

The Politics of Indigeneity: A Comparative Perspective

The Changing Meanings of Citizenship

NOTE ON ACADEMIC INTEGRITY AND OFFENSES

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. [Check <http://www.uwaterloo.ca/academicintegrity/> 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://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>.

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>. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

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 (UW): <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.