

Department of Political Science, University of Waterloo

PSCI 655/PACS 661 – Ethnic Conflict and Conflict Resolution

Outline and Readings Winter 2014

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

Instructor e-mail address: jjaworsk@uwaterloo.ca

Class held on Thursdays during the Winter 2014 semester, 09:30-12:20, RCH 308

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

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 one major presentation during the seminar (worth 20% of the final course mark) and actively participate in seminar discussions (the general participation mark is worth 20% of the final course mark). Students are also required to write a course essay, worth 50% of the final course mark, to be handed in during the last class of the semester. After clearing their essay topic with the instructor, students are required to hand in an essay outline (including a preliminary bibliography), due February 27, worth 10% of the final mark.

TEXTBOOK: Adrian Guelke, Politics in Deeply Divided Societies (Cambridge: Polity Press, 2012).
Other course readings will be available as e-texts.

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

Week 2. The politics of ethnicity and nationalism; the importance of identity; challenges facing deeply divided societies

Text, Chapters 1-2

Varshney, "Ethnicity and Ethnic Conflict"

Beissinger, "A New Look at Ethnicity and Democratization"

Week 3. Violence, order, and justice; the challenge of policing

Text, Chapters 3-4;

Boghossian, "The Concept of Genocide";

Van Evera, "Hypotheses on Nationalism and War";

Mueller, "The Banality of 'Ethnic War'"

Week 4. Limits to Integration; partition and population transfer

Text, Chapters 5-6;

Buchanan, "Self-Determination and the Right to Secede"

Week 5. Power-Sharing and political accommodation

Text, Chapter 7;

Dixon, "Is Consociational Theory the Answer..."

Kymlicka, "The Rise and Fall of Multiculturalism?"

Week 6. External mediation; conclusions

Text, Chapters 8-9;

Rudolph, "Introduction: Communal Conflict

Aitken, "Cementing Divisions?"

Kymlicka, "The Internationalization of Minority Rights"

Week 7. Student Presentations begin.....

A Note on Presentations

If you are unable to attend any of the seminar presentations, you should inform me in advance.

Each presentation should last approximately one hour, and presentations should be carefully prepared well in advance.

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 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. You are encouraged to be imaginative in coming up with approaches that will interest and stimulate your fellow students. You should not restrict yourself to a particular country or region; rather, you should use examples from the various contexts which are most useful to you 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 “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 and will help them participate in the seminar discussion, etc. The briefing notes are a convenient means of providing seminar participants with materials that are difficult or time-consuming to cover properly during your actual 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 2-3 journal articles, as well as some brief commentaries (e.g., materials from 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 Thursday evening of the week prior to your presentation.

Some Suggested Presentation Topics:

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

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

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

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

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

The European Minority Rights System: Successes and Failures

Evaluating “Truth and Reconciliation” Commissions: Successes and Failures

Language Policies 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: How Does One Define an “Indigenous” Group, and Why is this Important?

The Changing Nature and 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.