

University of Waterloo
Department of Political Science
PSCI 655/PACS 661
Ethnic Conflict and Conflict Resolution
Winter 2018
11:30-02:20 Mondays, HH344

Instructor Information

Instructor: John (Ivan) Jaworsky

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Office Hours: 9:30-11:30, Tuesdays

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Please note that I am often available to meet with students outside of my regular office hours. You can simply 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 visit my office.

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 management.

Course Goals

The course is meant to introduce students to the phenomenon of ethnic conflict and the international community's response to it. 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 relevant to the theme of this seminar, and will help them develop their skills in research, writing, and oral 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.

Assessment	Date of Evaluation (if known)	Weighting
Essay Outline	February 12	10
Essay	April 2	40
Seminar presentation	TBA	40
Seminar Participation	Throughout semester	10
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Total		100%

Notes on the various class assessments

Essay Outline

Students are required to prepare an essay outline, due February 12, so that I can monitor your progress with the seminar essay. You must confirm your essay topic with the instructor before preparing the outline. The outline (approximately 2 pages) must include: a brief (one paragraph) statement of the question you are posing, or the argument you are making, in the essay; a point-form breakdown of how you plan to structure (construct) the essay (e.g., you can do this by providing tentative headings/subheadings); and a preliminary bibliography of sources you plan to use. Students should provide the instructor with both a hard (paper) copy of the outline, as well as an electronic copy, sent to the instructor's regular email address.

Essay

You are to prepare a major course essay related to one of the themes of the course. The 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, 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, 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 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 April 2.

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

After you choose a presentation topic (see the list of suggested topics provided near the end of this outline) and you confirm it with the instructor, you will be assigned a date for your presentation. You must make the greatest possible effort to deliver your presentation on this assigned date. You must also make a strong effort to attend all the presentations of your fellow students. If you are unable to attend any of the seminar presentations, you should inform me in advance. Each presentation should last approximately one hour (including time for questions and discussion), and presentations should be carefully prepared well in advance of the presentation date.

The purpose of the presentation is **not** to 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, and you are encouraged to be imaginative in coming up with approaches that will stimulate your fellow students. You should not restrict yourself to a particular country or region; rather, you should use examples from a variety of contexts, focusing on those which are most useful 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 audio-visual “bells and whistles” at the expense of content. Good use of the blackboard/whiteboard can be just as effective as the use of more sophisticated audio-visual techniques.

Prior to your presentation, you are required to prepare presentation briefing notes that will be circulated to your fellow seminar participants. You are responsible for what you include in these briefing notes. However, typically they will include a brief outline of the material to be covered in your presentation, maps, tables, figures, diagrams, etc. that will be of assistance to your fellow seminar participants and will help them participate in the seminar discussion, questions you would like seminar participants to consider prior to your presentation, etc. The briefing notes are a convenient means of providing seminar participants with information that is difficult or overly time-consuming to cover

properly during your actual presentation. The briefing notes should **not** simply summarize the material you cover in the actual presentation; rather they should serve as a **supplement** to your 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 at least one journal article as well as several brief commentaries (e.g., materials from think tank or 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 the **Friday evening** prior to the date when your presentation is scheduled.

Seminar Participation

A grade (out of 10) will be assigned to seminar participants based on the nature and quality of their participation in seminar activities.

Course Outline

Notes on readings.

Week	Date	Topics	Readings Due
1	January 8	Introduction to the course: some definitions	Definitions sheet
2	January 15	The importance of identity; the politics of ethnicity and nationalism; the challenges facing deeply divided societies	"Nationalist ideologies – a normative typology" in Gans, <i>*The Limits of Nationalism*</i> ; Nodia, "The End of the Postnational Illusion"; "Whither Nationalism?" Optional: Kaufmann, "Complexity and Nationalism" (this article provides a useful correction to the emphasis, in the constructivist approach, on the behaviour of elite groups).
3	January 22	Order and violence in multi-ethnic societies	Van Evera, "Hypotheses on Nationalism and War";

Week	Date	Topics	Readings Due
			<p>Toft, "The Field of Ethnic Conflict Studies"NB -- the other articles in the same issue of the journal Ethnopolitics all provide excellent insights into recent debates on various approaches to the study of ethnic conflicts;</p> <p>Garfinkle, "Ethnic Cleansing..."</p> <p>Optional:</p> <p>Boghossian, "The Concept of Genocide"</p>
4	January 29	Failures of Integration; secession, partition, and population transfer	<p>"Understanding Secession," in Sorens, *Secessionism*</p> <p>MacFarlane and Sabanadze, "Sovereignty and Self-Determination";</p> <p>Qvortrup, "The Rise of Referendums"</p> <p>Optional:</p> <p>Verrelli and Cruikshank, "Exporting the Clarity Ethos"</p>
5	February 5	Power-Sharing and political accommodation	<p>Horowitz, "Ethnic Power Sharing";</p> <p>McGarry and O'Leary, "Federation as a Method of Ethnic Conflict Regulation" (in Noel, *From Power Sharing to Democracy*)</p> <p>Kymlicka, "The Rise and Fall of Multiculturalism?"</p>
6	February 12	External mediation; conclusions	<p>Paquin and Saideman, "Foreign Intervention in Ethnic Conflicts";</p> <p>Kymlicka, "The Internationalization of Minority Rights"</p>
7-12	Feb. 26 to Apr. 2	Presentations	Briefing notes, and accompanying materials

Suggested Presentation Topics:

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

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

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

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

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

The European Minority Rights System: Success or Failure?

Evaluating “Truth and Reconciliation” Commissions: Successes and Failures

Language Policies and Language Politics

Class and Ethnicity: The Importance of “Market-Dominant” Minorities

The Politics of Anti-Immigration Movements

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

The Changing Nature and Meanings of Citizenship

Electoral Mechanisms and Party Structures: How Do They Influence the Potential for Ethnic Conflict?

Apologies and Reparations in Dealing with Traumatic Legacies of the Past: Meaningful, or a Fig Leaf?

The Pros and Cons of Secession Referenda

Right-Wing Nationalism in Europe: A Real or Exaggerated Threat?

Nationalist Myths and National Histories: Dealing with the Burden of Historical Legacies

Civil Wars and Ethnic Conflicts -- the Greed vs Grievance Debate

Nationalism and Religion

Military and Security Forces: The “Ethnic Factor”

The Importance of Good Data for Studying Ethnic Conflicts

Late Work

The course essay is due on Monday April 2. 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 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., a serious illness or a religious holiday). 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](#) and the [Arts Academic Integrity webpage](#) 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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

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. 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.