



INTD397: Nationalism, Ethnicity, and Conflict (INTD397-Section 1) Fall 2021

Mondays & Wednesdays; 10:05AM-11:25AM (EST); Currie 408/9

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I. COURSE DESCRIPTION:

Ethnic conflict is one of the most powerful forces shaping contemporary politics and remains a prevailing challenge to international security of our time. Unresolved or poorly managed ethnic conflicts can pose serious threats to human lives, domestic stability and territorial integrity of existing states. They can spill over from one country to another and destabilize an entire region. The wide variety of ethnic conflicts that exist today also raise serious questions about the role of international actors.

In this course, we will discuss the meaning of ethnicity, its relation to nationalism, and the theories that indicate why ethnicity and identity can lead to conflict. The goal is to use an interdisciplinary approach and build a framework for understanding and analyzing ethnic conflict at both the theoretical and practical level. We will also consider approaches to group conflict management and resolution, evaluating the probabilities of establishing and maintaining a stable society politically, economically, and socially.

By the end of the course, students should be able to:

- Explain the main theories of ethnic identity and their relevance to ethnic conflict.
- Identify the conditions under which such conflicts are likely to exist and persist
- Evaluate and discuss the existing policy solutions to mitigate and/or prevent ethnic conflict
- Explain the causes and consequences of conflict in several cases discussed throughout the course: Canada, Rwanda, the Balkans, Sri Lanka, and the Kurds in the Middle East.

II. REQUIRED READINGS:

All of the required texts are available and be posted on *MyCourses*.

III. COURSE ASSESSMENT:

The final grade in this course will be based on the following parts:

Assessment Components	Percentage
Midterm Take-home Exam, from Oct 18 at 10:05(EST) to Oct 20 at 5pm (EST)	30%
Critical Essay 1, due on Nov 12, 5pm (EST)	35%
Critical Essay 2, due on Dec 10, 5pm (EST)	35%

1. Midterm Exam: 30%

Students will have to write one take-home exam worth 30% of the total grade. I will post the questions on *MyCourses* >> *INTD397* >> *Midterm Exam* on **Oct 18 at 10:05 (EST)** and students must upload their answers (in PDF format; file name: *last name, first name*) by **Wednesday, Oct 20 at 5pm (EST)**. The exam will be in short essay format and will cover the concepts and topics covered in the course readings and lectures up to and including Week 6.

THERE IS ABSOLUTELY NO EXTENSION ON THIS ASSIGNMENT. LATE SUBMISSION =0

Students must submit their exams to the designated folder on *MyCourses*>> *INTD397* >>*Midterm*.

It is students' responsibility to check their Internet connection and other technical issues before submission. **NO EXCUSES** for late submission will be accepted. Email submissions are **NOT** accepted.

Note: Make-up exam policy for midterm: Students cannot make it up unless they have a legitimate reason recognized by McGill as excusable, such as illness. Students who miss the midterm because of health reasons must submit sufficient and valid documentation (e.g. doctor's note) vouching for the absence. The make-up exam might follow a different format than the main exam.

3. Critical Essays:

Students must choose a case study (from list of cases to be posted on *MyCourses*) for this portion of the course evaluation. Students may write the critical essays either individually or in groups of 2-3 students (larger groups will not be accepted, resulting in a zero for this part of the course evaluation). Please note that the two critical essays are thematically connected. Hence, students who choose to write their critical essay I in a group, must stick to the same group members for their critical essay II.

A. First Critical Essay: 35%, due on Nov 12, 5pm (EST)

For this essay, students are required to address the following issues in relation to their case study:

- 1) summarize the major elements of the conflict and:
- 2) make an argument about the principal reasons for the conflict by answering to the following questions:
 - a) What causes lead to conflict in the chosen case?
 - b) Why is this cause more or less important than other possible causes?, and
 - c) How does this cause interact with other possible causes of conflict? Students may argue for more than one cause of the conflict, but must prioritize the arguments well.

This is a maximum 5-page paper excluding bibliography (Times New Roman font, double-spaced, 12-font size, 2.5 cm margins on all sides). More information and instructions will be available on *MyCourses*. Students are expected to submit their essays in PDF copies to *MyCourses*>>INTD397 >> *Critical Essay I* by Friday Nov 12 (5pm (EST)). Email submission will NOT be accepted.

B. Second Critical Essay: 35%, due on Dec 10 (5pm (EST))

Adhering to the case used for the first critical assignment, students should now focus on answering the following questions:

- 1) What mechanism or processes reduced (could reduce) civil conflict in the chosen case and why?
- 2) Why didn't this mechanism/process stop or reduce civil conflict prior to the cessation of hostilities?
- 3) Why is this mechanism/process more or less important than others for successful conflict resolution?
- 4) If the conflict chosen is still underway, students may propose a mechanism that they believe would be most successful in resolving the conflict in the future.

This is a maximum 5-page paper excluding bibliography (Times New Roman font, double-spaced, 12-font size, 2.5cm margins on all sides). More information and instructions will be available on *MyCourses*. Students are expected to submit PDF copies on *MyCourses* >> INTD397 >> *Critical Essay II* by Friday Dec 10 (5pm (EST)). Email submission will NOT be accepted.

Please follow the guidelines on writing a research paper provided on *MyCourses*, such as formatting and citation rules, as well as the thesis and content. Provide clear arguments and support your arguments with examples and evidence.

It is students' responsibility to check their Internet connection and other technical issues before submission.

Important Note:

- Late assignments will be marked down one letter grade one letter grade per day late as of then (for example: A → A-).

- Extension policy for essay: Students will not be granted an extension unless they have a legitimate reason recognized by McGill as excusable (such as illness) and provide valid documentation.
- There will be no “extra credit” assignments available in this course.

IV. SPECIAL ACCOMODATIONS:

Please ask the OSD to notify me immediately if you require any kind of special accommodations for the course. If you are registered with the OSD office and/or have a chronic condition that requires special accommodation, check to make sure that the necessary documentation is sent to me at the beginning of the semester. Please feel free to make an office hours appointment if you would like to discuss any necessary accommodations. Also, as per the OSD regulations, time-based accommodations only apply to exams that are less than 48 hours in duration.

V. RE-GRADING POLICY:

To request a re-grade, students must submit a written document, not exceeding a double-spaced page (12 font size, Time New Romans, 2.5cm of margin on all sides), and no later than 7 working days after your exam/assignments have been returned to the class. In this document, students must explain why they think they deserve a better grade. Any grade complaint that references how hard you worked/studied or how well you assumed you had performed on the exam will be rejected immediately. Please note that I reserve the right to keep your grade the same or lower it. Please also note that I always do the second reading of exams/essays with much more scrutiny. Therefore, it would be fair to expect the grades to go down or stay the same upon a second grading.

VI. GETTING IN TOUCH:

1. Discussion Sessions:

Throughout the semester, there will be several discussion sessions. While these sessions are NOT mandatory, attendance is highly recommended. During these sessions, students will be encouraged to think critically about the course material and share their thoughts on specific topics discussed in readings/lectures.

2. Office Hours:

I will be holding several office hours on Zoom throughout the term to respond to students' questions and concerns. The link to the Zoom Office Hours as well as the meeting IDs and passwords will be shared on *MyCourses*.

3. Email:

Please note that ALL content-related matters and questions must be discussed during my office hours and NOT via email. I will not be able to respond to content-related questions via email, especially if your questions require long answers (longer than a couple of sentences). Hence, email communication must be strictly limited to administrative issues that students would like to discuss with me. Please also allow for **at least 2 business days** to hear back from me before re-sending your emails. **I am offline every week as of Friday at 4pm (EST) throughout the weekend. Therefore, if you send me an email on a Friday, you should expect a response from me within two business days in the following week.**

VII. LANGUAGE POLICY

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

VIII. SPECIAL NOTE:

Extraordinary Circumstances

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Academic Integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures" (see [McGill's guide to academic honesty](#) for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

Copyright

All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

Any sharing and discussion of exams in this course is in violation of the law and applicable University policies, and may be subject to penalties.

X. COURSE OUTLINE

Date	Main Themes	Required Readings	Notes
Week 1 Sep 1	Introduction What is ethnicity and where does it come from?	1. Connor, W. (1978). A Nation is a Nation, is a State, is an Ethnic Group is a.... <i>Ethnic and racial studies</i> , 1(4), 377-400.	
Week 2 Sep 8	Ethnic Conflict Categories and causes of conflict	1. Hechter, M. (1995). Explaining nationalist violence. <i>Nations and Nationalism</i> , 1(1), 53-68. 2. Fearon, J. D., & Laitin, D. D. (2000). Violence and the social construction of ethnic identity.	
Week 3 Sep 13 & 15	Solutions: To intervene or not to intervene?	1. Fortna, V. P. (2004). Does peacekeeping keep peace? International intervention and the duration of peace after civil war. <i>International studies quarterly</i> , 48(2), 269-292. 2. Aitken, R. (2007). Cementing divisions? An assessment of the impact of international interventions and peace-building policies on ethnic identities and divisions. <i>Policy Studies</i> , 28(3), 247-267.	
Week 4 Sep 20 & 22	Solutions: Power-sharing and political accommodation	1. O'leary, B. (2005). Debating consociational politics: Normative and explanatory arguments. <i>From power sharing to democracy: Post-conflict institutions in ethnically divided societies</i> . 3-36. 2. Lijphart, Arend (1977), "Chapter 2: Consociational Democracy." In <i>Democracy in Plural Societies: A Comparative Exploration</i> . Pages 25-52.	Wednesday, Sep 22: Discussion Session 1
Week 5 Sep 27 & 29	Solutions: Partition	1. Sambanis, N., & Schulhofer-Wohl, J. (2009). What's in a line? Is partition a solution to civil war? <i>International Security</i> , 34(2), 82-118. 2. Chaim, D. (1998). Kaufmann "When All Else Fails: Ethnic Population Transfers and Partitions in the Twentieth Century". <i>International Security</i> , 23(2), 120-156.	

<p>Week 6 Oct 4 & 6</p>	<p>Peace and Reconciliation</p>	<p>1. Scharf, M. P., & Williams, P. R. (2003). The functions of justice and anti-justice in the peace-building process. <i>Case W. Res. J. Int'l L.</i>, 35, 161.</p> <p>2. Mendeloff, D. (2004). Truth-seeking, truth-telling, and post-conflict peacebuilding: Curb the enthusiasm?. <i>International studies review</i>, 6(3), 355-380.</p>	<p>Wednesday, Oct 6: Discussion Session 2</p>
<p>Week 7 Oct 14</p>	<p>***According to the University's key academic dates for the fall, Thursday, Oct. 14 will follow a Monday schedule.</p>	<p>Q&A Session</p>	
<p>Week 8 Oct 18 & 20</p>	<p>Midterm Exam</p>	<p>NO CLASS.</p>	<p>Midterm take-home exam.</p> <p>Submission deadline: Oct 20, 5pm (EST).</p>
<p>Week 9 Oct 25 & 27</p>	<p>Cases: Canada</p>	<p>1. Gagnon, A. G., & Iacovino, R. (2007). Canadian Federalism and Multinational Democracy: 'Pressures' from Quebec on the Federation. <i>Canadian Federalism: Performance, Effectiveness, and Legitimacy</i>, 334-354.</p> <p>2. Anderson, L. (2007). Federalism and Secessionism: Institutional influences on nationalist politics in Québec. <i>Nationalism and Ethnic Politics</i>, 13(2), 187-211.</p>	
<p>Week 10 Nov 1</p>	<p>Cases: The Balkans</p>	<p>1. Bieber, F. (2005). <i>Cleavages and Inequalities in Post-War Bosnia</i>. Springer. Pages 29-46.</p> <p>2. Jesse, N. G., & Williams, K. P. (2010). <i>Ethnic conflict: a systematic approach to cases of conflict</i>. CQ Press. Pages 104-128.</p>	

<p>Week 11 Nov 8</p>	<p>Q&A</p>	<p>No Readings.</p>	<p>First Critical Essay is due on Friday Nov 12 (5pm (EST)).</p>
<p>Week 12 Nov 15 & 17</p>	<p>Cases: Rwanda</p>	<p>1. Scharf, M. P. (1999). Responding to Rwanda: accountability mechanisms in the aftermath of genocide. <i>Journal of International Affairs</i>, 621-638.</p> <p>2. Stanton, G. H. (2004). Could the Rwandan genocide have been prevented?. <i>Journal of Genocide Research</i>, 6(2), 211-228.</p>	<p>Wednesday, Nov 17: Discussion Session 3</p>
<p>Week 13 Nov 22 & 24</p>	<p>Cases: Sri Lanka</p>	<p>1. Wilson, A. J. (2003). Sri Lanka: ethnic strife and the politics of space. <i>The territorial management of ethnic conflict</i>, 173-198.</p> <p>2. Lange, M. (2013). When Does Nationalism Turn Violent? A Comparative Analysis of Canada and Sri Lanka. <i>Nationalism and War</i>, Cambridge UP, 124-144.</p>	
<p>Week 14 Nov 29 & Dec 1</p>	<p>Cases: The Kurds</p>	<p>1. Gunter, M. M. (2014). Unrecognized de facto states in world politics: The Kurds. <i>The Brown Journal of World Affairs</i>, 20(2), 161-178.</p> <p>2. Bogaards, M. (2019). Iraq's Constitution of 2005: The Case Against Consociationalism 'Light'. <i>Ethnopolitics</i>, 1-17.</p> <p>3. Yegen, M. (2009). " Prospective-Turks" or" Pseudo-Citizens:" Kurds in Turkey. <i>The Middle East Journal</i>, 63(4), 597-615.</p>	<p>Wednesday, Dec 1: Discussion Session 4</p>
<p>Week 15 Dec 6</p>	<p>Q&A</p>	<p>No Reading.</p>	<p>Second Critical Essay is due on Friday, Dec 10 (5pm (EST))</p>