

**POL 300H1F**  
**Topics in Comparative Politics:**  
**Ethnic and Communal Violence**

**Mondays and Wednesdays 6:00-8:00pm**  
**Sidney Smith 1070**

University of Toronto  
Department of Political Science  
Summer 2017

**Instructor:** Jessica Soedirgo  
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**Office:** TBD

**Office hours:** Monday 4:30-5:30 PM or by appointment

**Course Description**

This course provides a framework for understanding and analyzing the causes of ethnic and communal violence. Using a comparative approach, this course is structured around two questions: 1) How do people come to hold certain identities and how do they become politically relevant? 2) How do these identities drive and influence processes of violence? The first part of the course introduces students to the literature on identity formation and the major theoretical approaches to explaining ethnic and communal violence. The second part of the course is empirical. Students will apply key concepts and theories learned in the first part of the course to a number of in-depth case studies. Cases are diverse in terms of geographic area (Southeast Asia, South Asia, Africa and Europe), time period, and forms of violence (genocide, civil war, riots).

By the end of the course, students will be able to identify and distinguish between different theoretical approaches to ethnicity and ethnic violence, as well as understand the strengths and weaknesses of each approach. Assignments and class materials are designed to provide students with theoretical and applied research skills.

**Course Format and Requirements**

<b>Course Requirement</b>	<b>Percentage of Total Grade</b>	<b>Due Date</b>
Class Participation	20%	N/A
Reading Summaries (x3)	30%	See below.
Paper Outline	15%	Wed, May 31
Research Essay (12 pages)	35%	Wed, June 21

**Class Participation (20%):** Active participation is expected in the course. Behaviors that count as participation include answering questions (answers do not need to be “correct”), demonstrating familiarity with the week’s readings, and contributing to the overall discussion.

**Critical Summaries x 3 (10% each):** Students will write three short critical reflections during the duration of the term. Each reflection should focus on one reading, though students should feel free to reference other readings in the syllabus. Students may write on any week that they wish (except for the first and last week). Students can only turn in one essay (in hard copy) in any given week and the essay must be on one that week’s readings. Essays from previous weeks will not be accepted.

For each short piece, students will critically reflect on the theme and/or debates of the reading. Each critical summary should identify the:

1. Thesis of the reading: what is the main message the author is trying to convey?
2. Theoretical Approach: what theoretical approach does this reading take? (i.e. instrumentalism, institutionalism, group psychology)
3. Main arguments: what are the main points supporting the thesis?
4. Evidence: What are the cases and observations used to support the arguments and thesis?
5. Contribution: What debates is the author(s) contributing to?
6. Critique: How convincing do you find the arguments? What did you like/dislike? What aspects do the author overlook?

An example will be posted on Blackboard. Each critical reflection should be no longer than 500 words.

**Paper Outline (15%):** The paper outline will be due approximately one month prior to the deadline of the final research paper. In the outline, you must include a thesis statement, your supporting arguments (including some preliminary evidence for your claims), and a preliminary bibliography. Proposals should be 2-3 pages in length, double spaced, including the bibliography.

**Research Paper (35%):** In the final research paper, students will analyze a case of ethnic violence. Using the theoretical approaches and empirical material taught in the course, the student will make an argument regarding the causal processes driving the conflict. The final paper should be a maximum of 3,000 words (approximately 12 double-spaced pages), excluding footnotes and bibliography. A detailed assignment sheet and a list of suggested cases will be made available early in the course.

## Course Policies

### Readings:

All readings will be made available on Blackboard (see below).

### Blackboard:

We are using Blackboard in this course. You should access the course regularly to check for announcements, broadcasts, etc. You will need your UTORid and password. Logon at <http://portal.utoronto.ca/>

For technical help and information, **please contact:** [blackboard@utoronto.ca](mailto:blackboard@utoronto.ca). The instructors are unable to provide support for the web-based software. There are special services that you should consult.

**Assignment submission guidelines:** Students must submit a hard copy of the assignment to the instructor *and* an electronic copy on Turnitin via Blackboard. Your assignment is not considered submitted until the paper copy is received. To be considered on time, assignments must be submitted in class. If assignments are late, please submit the hard copy to the Political Science Department (Sidney Smith 3018).

We are using a university wide service called Turnitin. Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website. Students who do not wish to use turnitin.com and prefer to opt out must speak to the instructor about alternative procedures. This will entail submission of research notes and rough drafts.

### **Late Penalty**

Late assignments will be penalized two percent per day (including weekends).

### **Extensions for Written Work**

Short extensions will be considered upon provision of official documentation. Extensions cannot be granted by instructors beyond the end of term.

### **Academic Integrity**

Academic integrity is fundamental to learning and achieving course goals. The assignments in this course are designed to give you an opportunity to learn important skills and concepts over the course of your degree by making honest attempts through your own thinking, writing, and hard work.

Students are expected to know what constitutes AI: Familiarize yourself with the University of Toronto's [Code of Behaviour on Academic Matters](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm) (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.

- Making up sources or facts.
- Including references to sources that you did not use.
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

If you have any questions about academic integrity, please do not hesitate to contact the instructors.

### **Accessibility Services**

The University of Toronto is committed to accessibility and meeting the diverse learning styles and needs of students who require such accommodation. If you require such accommodation or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility services (<https://www.accessibility.utoronto.ca/Home.htm>) as soon as possible (accessibility.services@utoronto.ca or 416-978-8060).

## **Lecture and Reading Schedule**

### **I. KEY CONCEPTS**

#### **1. Monday, May 15<sup>th</sup> – Conceptualizing Ethnicity and “Ethnic” Violence**

Chandra, Kanchan. 2006. “What is ethnic identity and does it matter?” *Annual Review of Political Science*, 9: 397-424.

Brubaker, Rogers, and David Laitin. 1998. “Ethnic and Nationalist Violence.” *Annual Review of Sociology*, 24: 423–52.

#### **2. Wednesday, May 17 - Identity Formation**

Geertz, Clifford. 1973. “The Integrative Revolution: Primordial Sentiments and Civil Politics in the New States.” *The Interpretation of Cultures: Selected Essays*. New York: Basic Books, pp. 255-269.

Posner, Daniel. 2003. "The Colonial Origins of Ethnic Cleavages: The Case of Linguistic Divisions in Zambia." *Comparative Politics*, 35(2): pp. 127-146.

**\*\* NO CLASS May 22, Victoria Day\*\***

## **II. THEORETICAL APPROACHES TO ETHNIC VIOLENCE**

### **3. Wednesday, May 24 - Instrumentalist Approaches to Ethnic Violence**

Bates, Robert. 1983. "Modernization, Ethnic Competition and the Rationality of Politics in Contemporary Africa" in Rothchild, Donald and Victor Olorunsola, eds. *State Versus Ethnic Claims: African Policy Dilemmas*, pp. 152-171.

Brass, Paul R. 1997. *Theft of an Idol: Text and Context in the Representation of Collective Violence*. Princeton: Princeton University Press, pp. 3-31 [Chapter 1].

### **4. Monday, May 29 - Institutional Approaches to Ethnic Violence**

Bertrand, Jacques. 2004. *Nationalism and Ethnic Conflict in Indonesia*. Cambridge: Cambridge University Press, pp. 9-27 [Chapter 2]

Varshney, Ashutosh. 2001. "Ethnic Conflict and Civil Society: India and Beyond." *World Politics*, 53(3): 362-398.

### **5. Wednesday, May 31: Psychological Approaches to Ethnic Violence**

**\*Essay Outline Due Today\***

Horowitz, Donald. 1985. *Ethnic Groups in Conflict*. Berkeley: University of California Press, pp.141-184 [Chapter 4].

Peterson, Rogers. 2002. *Understanding Ethnic Violence: Fear, Hatred, and Resentment in Twentieth-Century Europe*. Cambridge: Cambridge University Press, pp. 17-29 [Chapter 2].

## **III. CASE STUDIES**

### **6. Monday, June 5: Ethnic Violence in Burundi**

LeMarchand, Rene. 1994. *Burundi*. New York: Woodrow Wilson Press and the University of Cambridge Press, pp. 76-105 [Chapter 5]

Uvin, Peter. 1999. "Ethnicity and Power in Burundi and Rwanda: Different Paths to Mass Violence." *Comparative Politics*, 31(3): 253-271.

### **7. Wednesday, June 7: Ethnic Civil War in Sri Lanka**

Tambiah, Stanley. 1966. *Leveling Crowds: Ethnonationalist Conflicts and Collective Violence in South Asia*. Berkeley: University of California Press, pp. 82-100 [Chapter 4].

Devotta, Neil. 2004. *Blowback: Linguistic Nationalism, Institutional Decay, and Ethnic Conflict in Sri Lanka*. Stanford: Stanford University Press, pp. 166-190 [Chapter 7]

### **8. Monday, June 12: Ethnic Pogroms in Indonesia**

Purdey, Jemma. 2006. *Anti-Chinese Violence in Indonesia, 1996-1999*. Singapore: National University of Singapore Press, pp. 1-37 [Chapter 1]

Sidel, John. 2008. "Social Origins of Dictatorship and Democracy Revisited: Colonial State and Chinese Immigrants in the Making of Modern Southeast Asia." *Comparative Politics* 40(2): 127-147.

### **9. Wednesday, June 14: Sectarianism in Northern Ireland**

Keefe, Patrick Radden. "Where the Bodies are Buried." *The New Yorker*, 16 March 2015: <http://www.newyorker.com/magazine/2015/03/16/where-the-bodies-are-buried>.

Ruane, Joseph and Jennifer Todd. 1996. *The Dynamics of Conflict in Northern Ireland: Power, Conflict and Emancipation*. Cambridge: University Press, pp. 49-83, pp. 116-149 [Chapter 5]

### **10. Monday, June 19: Lynching in the US**

Stovel, Katherine. 2001. "Local Sequential Patterns: The Structure of Lynching in the Deep South, 1882-1930." *Social Forces* 79(3): 843-880.

Pfeifer, Michael J. 2004. *Rough Justice: Lynching and American Society, 1874-1947*. Chicago: University of Illinois Press, pp. 122-147 [Chapter 5].

### **11. Wednesday, June 21: The Road to Stability?**

**\*Final essay due\***

Lake, David. A and Donald Rothchild. 1996. "Containing Fear: The Origins and Management of Ethnic Conflict." *International Security*, 21(2): 41-75.