

University of Toronto
Department of Political Science
POL 443 H 1 S/2322 H 1 S, Winter 2013

Topics in Comparative Politics II

Ethic and Racial Violence

Wednesdays, 4-6pm
University College, Room 148

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Office hours: W, 6:15-7pm or by appointment
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This course surveys contemporary cases of ethnic and racial violence, each located in a different region of the world: the Balkans, the United States, and the Great Lakes of central Africa. The course aims to familiarize students with the relevant empirical and theoretical literatures produced by scholars, journalists, and regional experts. Through these varied works, students will learn the key concepts, theories, and “common wisdoms” that observers have used to explain the cases of political violence covered in this course. The focus of inquiry will be on the historical and contemporary dynamics, processes, and mechanisms of political violence commonly categorized as “ethnic” or “racial” in nature. Through in-depth study of select cases, the course seeks to provide students with the tools to assess case study materials with an eye toward the normative biases, logical inconsistencies, and unquestioned assumptions that often drive reporting and analyses of violent conflict.

Learning objectives

At the end of this course, you will be able to:

- Identify key issues and debates in the study of political violence, such as
 - what it means to say that a conflict is “racial” or “ethnic” in nature
 - the difference (if any) between violence that is ethnic or racial v. violence that is not
- Critique key works on ethnic and racial violence
- Write concisely about select works on political violence
- Define distinct approaches to the study of ethnic and racial politics
- Present and defend an oral summary and critique of assigned texts
- Research a specific case of political violence

In addition, at the end of this course, you will be familiar with

- The case study literature on political violence in three distinct geographic regions of the world
- Theories of and approaches to the study of political violence

Course materials

The following books are recommended for purchase. Books are available at the UofT bookstore or through numerous online retailers, such as amazon.ca and abebooks.com. Articles are available through online databases such as JSTOR and EBSCOhost.

- Brubaker, Rogers. 2006. *Ethnicity without groups*. Cambridge: Harvard University Press
- Toal, Gerard, and Carl T. Dahlman. 2011. *Bosnia remade: Ethnic cleansing and its reversal*. Oxford: Oxford University Press.
- Lemarchand, René. 2009. *The dynamics of violence in Central Africa*. Philadelphia: University of Pennsylvania Press.
- Stearns, Jason K. 2012. *Dancing in the glory of monsters: The collapse of the Congo and the Great War of Africa*. New York: PublicAffairs.
- Autesserre, Séverine. 2010. *The trouble with the Congo: Local violence and the failure of international peacebuilding*. Cambridge: Cambridge University Press.
- Roediger, David R. 1991. *The wages of whiteness: Race and the making of the American working class*. London: Verso.
- Rushdy, Ashraf H.A. 2012. *The end of American lynching*. New Brunswick: Rutgers University Press.

Grading and assignments

- Class participation (30%)
 - Presentation and class discussion will count equally for this portion of the grade.
- Critical review essays (30%)
- Research paper (including précis & annotated bibliography) (40%)

Class participation

This course is a seminar. It involves no lectures but rather student presentations on assigned readings followed by class discussion. I will expect students to complete all assigned readings before each class and to participate regularly in class discussions. Student participation might come in the form of questions that the readings raised for you, and not just answers or commentary.

In addition to regular class participation, each student will do a 10-minute presentation on one set of assigned readings. This presentation should be an overview and critique of the readings. In your presentation, you should not only summarize the author's(s') argument(s), but also point out where applicable, areas of debate or links to previous readings. This presentation does not require PowerPoint **but you do need to prepare a presentation and not read from your essay.**

Critical review essays

Students are required to write 3 short essays (2 pages each) during the course of the semester. Each essay should cover one set of class readings. It is up to you on which weeks, but you can only turn in—at most—one essay in any given week and the essay must be on that week's readings. I will not accept essays for a previous week's readings. **Presenters must turn in an essay the week they are presenting; the presenter's essay can be up to 3 pages.**

The critical review essay should engage themes, questions, and debates that you find in the readings. Questions you might cover in your essays include (but are not limited to): What is the author's(s') argument(s)? What kind of data or evidence do the authors use to support their argument? What questions does the author raise? What questions does the author leave unasked or unanswered? What did you learn from this work? If there is more than one reading for a given week (i.e., more than one book or article), you can choose to focus on only one of the texts or you can write on both.

I will grade these essays on (1) clarity and conciseness of the writing, (2) whether the summary reflects a close reading of the text; and (3) the level of thought reflected in the analysis. Please proofread to ensure that essays are free of any grammatical mistakes and typographical errors.

Case study or research paper

In addition to the critical review essays, undergraduate students will also write a case study paper and graduate students a research paper on a topic of their choice. I will grade papers on the quality of the writing (mechanics, clarity, and organization); argument (use of logic, evidence, and theory); and proper citation style (Turabian or Chicago Manual of Style).

Undergraduates will write an 8-10 page case study paper that draws on multiple sources (at least six *not* counting web sources or newspaper articles). The paper should analyze the historical and political conditions that led to the violence or conflict in question. It should then engage one key question regarding outsiders' response to the case, such as: How did outside actors respond? Were their actions successful or unsuccessful given their objectives? Did their actions make matters better or worse and for whom? Students may also propose their own research question; this requires meeting with me to obtain approval.

Graduate students will write a 20-25 page research paper. The paper should pose a clear research question or puzzle and situate that puzzle within relevant theoretical literatures and debates. (One way to situate your argument is to identify a "foil." See "Pt. 1: Foils and stories" in Mark I. Lichbach's *Is rational choice theory all of social science?* Ann Arbor: University of Michigan Press, 2003.) The paper should make a clear and cogent argument. It should use a theoretical framework and marshal appropriate types of evidence from multiple, reliable sources.

Students will also turn in a 1-2 page précis with annotated bibliography containing at least six (undergraduates) and ten (graduates) sources. The précis should state your research question, case selection and justification, approach or theoretical framework, and where you plan to look for data. **The précis and annotated bibliography is due on 6 March 2013** and should be around 3-5 pages total.

I highly recommend that *all* students come talk to me about their papers. **The paper is due on Friday, 12 April 2013.** You must turn in a hard copy to the political science office by 4pm. Be sure to have the paper date- and time-stamped and do not forget to sign the log. Papers must be in a 12-point readable font, double-spaced, with at least one inch margins.

Plagiarism and TurnItIn

All written work must be entirely your own. ***If you cheat on any assignment, you will be subject to full penalties, which can include expulsion from the university.***

Plagiarism is the presentation of someone else's work as your own. This could include direct quotations from sources that you do not properly cite or presenting someone else's work as your own. Material from the Internet is subject to the same citation requirements as any other material.

If you are unsure of what constitutes plagiarism or how to cite properly, please come talk to me. You should also refer to <http://www.artsci.utoronto.ca/osai/students>.

Late paper and extension policy

I will deduct 1/3 of a grade for each day late. This means that if a paper that would otherwise receive a B+ is two days late, its actual grade will be a B-. Note that in all cases, it is better to turn in a paper than none at all.

I will not grant any extensions except in cases of provable emergency, such as hospitalization of either you or an immediate family (household) member.

Readings

Part I. How ethnic is ethnic war?

1. Jan 9

- Course overview
- Sign up for presentations (1-2 per class)

2. Jan 16

- Brubaker, Rogers. 2006. *Ethnicity without groups*. Cambridge: Harvard University Press. Introduction and chapters 1-4.
- Recommended
 - Mann, Michael. 2005. *The dark side of democracy*. Cambridge: Cambridge University Press.
 - Hale, Henry. 2004. Explaining ethnicity. *Comparative Political Studies* 37(4): 458-85.
 - Chandra, Kanchan. 2006. What is ethnic identity and does it matter? *Annual Review of Political Science* 9:397-424.
 - Fearon, James D., and David D. Laitin. 2000. Violence and the social construction of ethnic identity. *International Organization* 54 (4): 845-877.
 - Fearon, James D., and David D. Laitin. 1996. Explaining interethnic cooperation. *American Political Science Review* 90 (4): 715-35

3. Jan 23

- Brubaker, chapters 5-8.

4. Jan 30

- Toal, Gerard, and Carl T. Dahlman. 2011. *Bosnia remade: Ethnic cleansing and its reversal*. Oxford: Oxford University Press. Introduction and chapters 1-5.

- Recommended
 - Maass, Peter. 1996. *Love thy neighbor: A story of war*. New York: Vintage Books.
 - Gagnon, V.P. 2004. *The myth of ethnic war: Serbia and Croatia in the 1990s*. Ithaca: Cornell University Press
 - Bringa, Tone. 1995. *Being Muslim the Bosnian way*. Princeton: Princeton University Press.
 - Malcolm, Noel. 1994. *Bosnia: A short history*. New York: New York University Press.
 - Andreas, Peter. 2008. *Blue helmets and black markets: The business of survival in the siege of Sarajevo*. Ithaca: Cornell University Press.

5. Feb 6

- Toal and Dahlman, chapters 6-10.

Part II. Genocide and war in the Great Lakes

6. Feb 13

- Des Forges, Alison. 1999. *Leave none to tell the story*. New York: Human Rights Watch. Pages 1-64. Available online at <http://www.hrw.org/legacy/reports/1999/rwanda/rwanda0399.htm>.
- Lemarchand, René. 2009. *The dynamics of violence in Central Africa*. Philadelphia: University of Pennsylvania Press. Chapters 3, 9-16.
- Recommended
 - Straus, Scott. 2006. *The order of genocide: Race, power and war in Rwanda*. Ithaca: Cornell University Press. Chapters 1-3.
 - Fujii, Lee Ann. 2009. *Killing neighbors: Webs of violence in Rwanda*. Ithaca: Cornell University Press.
 - Newbury, Catharine. 1995. Background to genocide. *Issue 23 (2)*: 12-17.
 - Power, Samantha. 2001. Bystanders to genocide. *Atlantic Monthly* 288:2 (September): 84-108. [<http://www.theatlantic.com/doc/200109/power-genocide>]
 - Verwimp, Philip. 2005. An economic profile of peasant perpetrators of genocide: Micro-level evidence from Rwanda. *Journal of Development Economics*. 77: 297-323. [http://www.hicn.org/papers/perp_JDE_2005.pdf]
 - Pottier, Johan. 2002. *Re-imagining Rwanda: Conflict, survival and disinformation in the late twentieth century*. Cambridge: Cambridge University Press.
 - Reyntjens, Filip. 2010. *The great African war: Congo and regional geopolitics, 1996-2006*. Cambridge: Cambridge University Press.

Feb 20 : No class (reading week)

7. Feb 27

- Stearns, Jason K. 2012. *Dancing in the glory of monsters: The collapse of the Congo and the Great War of Africa*. New York: PublicAffairs.

8. Mar 6

- Autesserre, Séverine. 2010. *The trouble with the Congo: Local violence and the failure of international peacebuilding*. Cambridge: Cambridge University Press. Chapters 1-3.
- **Précis with annotated bibliography due**

9. Mar 13

- Autesserre, chapters 4-6.

Part III. Racial violence in the United States

10. Mar 20

- Roediger, David R. 1991. *The wages of whiteness: Race and the making of the American working class*. London: Verso.
- Recommended
 - Stovel, Katherine. 2001. Local patterns: The structure of lynching in the deep south, 1882-1930. *Social Forces* 79(3): 843-80.
 - Carrigan, William D. 2006. *The making of a lynching culture: Violence vigilantism in Central Texas, 1836-1916*. Urbana: University of Illinois Press.
 - Wood, Amy Louise. 2010. *Lynching and spectacle: Witnessing racial violence in America, 1890-1940*. Chapel Hill: University of North Carolina Press.
 - McGovern, James R. 1992. *Anatomy of a lynching: The killing of Claude Neal*. Baton Rouge: Louisiana State University Press.
 - Ifill, Sherrilyn. 2007. *On the courthouse lawn: Confronting the legacy of lynching in the twenty-first century*. Boston: Beacon Press.
 - Brundage, W. Fitzhugh. 1993. *Lynching in the New South: Georgia and Virginia, 1880-1930*. Urbana: University of Illinois Press.
 - Downey, Dennis B., and Raymond M. Hyser. 2011. *Coatesville and the lynching of Zachariah Walker: Death in a Pennsylvania Steel Town*.

11. Mar 27

- Rushdy, Ashraf H.A. 2012. *The end of American lynching*. New Brunswick: Rutgers University Press. Introduction and chapters 1-2.

12. Apr _____(TBD)

- Rushdy, Chapters 3-4 and Conclusion.

Friday, April 12

- Final paper due in the Political Science Office (3rd floor Sidney Smith Hall) by 4pm. **Please be sure to have your paper date- and time-stamped at the front desk and to sign the log.**