

University of Toronto  
Department of Political Science  
POL 443 / 2322, Fall 2015

# Topics in Comparative Politics II: Race and Violence

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Wednesdays, 4-6pm  
University College, Room 148

Professor Lee Ann Fujii (lafujii@chass.utoronto.ca)  
Office hours: W, 6 – 7 pm or by appointment  
Office: Sidney Smith 3036

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 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

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

- Identify key issues and debates in the study of collective violence, such as what it means to say call an episode of violence “racial” or “ethnic” in nature
- Discuss assigned texts in depth and put these texts in conversation with one another where appropriate
- Write concisely and incisively on the assigned texts
- Present and defend an oral critique of the assigned texts
- Research a specific case of racial or ethnic 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
- Dominant theories of and approaches to the study of political violence

## Course materials

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The following books are available at the UofT bookstore and online retailers. Articles are available through online databases such as JSTOR.

- Gagnon, V.P. 2004. *The myth of ethnic war: Serbia and Croatia in the 1990s*. Ithaca: Cornell University Press.
- Hale, Elizabeth. 1999. *Making Whiteness: The Culture of Segregation in the South, 1890-1940*. New York: Vintage Books.
- Wood, Amy Louise. 2010. *Lynching and spectacle: Witnessing racial violence in America, 1890-1940*. Chapel Hill: University of North Carolina Press.

## Grading and assignments

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- 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%)

### Late paper and extension policy

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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 you or an immediate family (household) member.

### Class participation

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This course is a seminar. It involves no lectures but rather student presentations on assigned readings followed by class discussion. I expect all students to complete the assigned readings before each class and to participate regularly in class discussions. Student participation can include asking questions about the readings and not just providing commentary or answers to others' questions.

In addition to regular class participation, each student will do a 7 to 10-minute presentation on the assigned readings for a given week. The presentation should be an analysis of the readings and not just a summary. This presentation does not require PowerPoint **but you do need to prepare a presentation and not read from your essay.**

### Critical review essays

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Students are required to write two 3-page essays during the course of the semester.

- One essay will cover the readings the student presents on in class.
- The other will cover any or all of the assigned chapters from my manuscript-in-progress. (Yes, you will be engaging the author in real time!)

In addition, all students must turn in one essay by or before **October 28** so that you will have at least 10% of graded work returned to you before the drop date of November 8.

The critical review essay should engage themes, questions, and debates that you find in the readings. Questions you might cover include (but are not limited to): What is the argument? What kind of data or evidence does the author use to support his or her 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, you can choose to focus on only one but you must show evidence that you have read all the assigned texts for that week.

I will grade these essays on (1) clarity and conciseness of the writing, (2) whether the essay reflects a close reading of the assigned texts; (3) the level of thought reflected in the analysis; and (4) use of proper citation style. Please use inline author-date system from the *Chicago Manual of Style* ([http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)).

All essays must be in 12-point font and double-spaced. Please proofread more than once to be sure your essay is free of grammatical mistakes and typographical errors. You must hand in a hard copy of your essay at class. I will not accept essays by email.

## Case study or research paper

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In addition to the critical review essays, undergraduate students will 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.

Undergraduates will write a 12-15 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.

All students will turn in a 4-5 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 find your data. **The *précis* and annotated bibliography is due on 11 November 2015.** I highly recommend that *all* students come talk to me about their papers.

# Plagiarism

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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>.

## Readings

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### 1. September 16: Course overview

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

### 2. September 23: Theories of groups, race, and violence

- Brubaker, Rogers. 2002. Ethnicity without groups. *Archives Européennes de Sociologie* 43 (2):163-89.
- Blee, Kathleen M. 2005. Racial violence in the United States. *Ethnic and Racial Studies* 28 (4):599-619.
- Bringa, Tone. 2002. Averted Gaze: Genocide in Bosnia-Herzegovina, 1992-1995. In *Annihilating Difference*, edited by Alexander Laban Hinton, 194-225. Berkeley: University of California Press.
- Sanders, Edith R. 1969. The Hamitic Hypothesis: Its origin and functions in time perspective. *Journal of African History* X (4):521-32.

### 3. September 30: The Balkans

- Gagnon, V.P. 2004. *The myth of ethnic war: Serbia and Croatia in the 1990s*. Ithaca: Cornell University Press. [Preface and Chapters 1-3]
- Chapter 1 of ms-in-progress entitled "Show Time"

### Recommended

- 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.
- Maass, Peter. 1996. *Love thy neighbor: A story of war*. New York: Vintage Books.
- Gjelten, Tom. 1995. *Sarajevo Daily: A city and its newspaper under siege*. New York: HarperCollins.
- Vulliamy, Ed. 2012. *The war is dead, long live the war: Bosnia: The reckoning*. London: Bodley Head.

- Glenny, Misha. 1996. *The fall of Yugoslavia: The third Balkan war*. 3rd revised ed. New York: Penguin Books.
- Silber, Laura, and Allan Little. 1997. *Yugoslavia: Death of a nation*. Revised and updated ed. New York: Penguin Books.
- Weidmann, Nils B. 2011. "Violence 'from Above' or 'from Below'? The Role of Ethnicity in Bosnia's Civil War." *Journal of Politics* 73 (4):1178-90.

#### 4. October 7

- Gagnon. [Chapters 4-5 and Conclusion]
- Chapter 2 of "Show Time"

#### 5. October 14: Rwanda

- Des Forges, Alison. 1999. *Leave none to tell the story*. New York: Human Rights Watch (<http://www.hrw.org/legacy/reports/1999/rwanda/rwanda0399.htm>). [Pages 1-64; 353-427; 554-568]

#### Recommended

- Straus, Scott. 2006. *The order of genocide: Race, power and war in Rwanda*. Ithaca: Cornell University Press.
- 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.
- Verwimp, Philip. 2005. An economic profile of peasant perpetrators of genocide: Micro-level evidence from Rwanda. *Journal of Development Economics*. 77: 297-323.
- 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.
- Wagner, Michelle D. 1998. All the bourgmestre's men: Making sense of genocide in Rwanda. *Africa Today* 45(1):25-36.

#### 6. October 21

- Newbury, Catharine, and David Newbury. 1999. A Catholic Mass in Kigali: Contested Views of the Genocide and Ethnicity in Rwanda. *Canadian Journal of African Studies* 33 (2/3):292-328.
- Chapter 3 of "Show Time"

#### 7. October 28 – Last day to hand in first essay

- Hale, Elizabeth. 1999. *Making whiteness: The culture of segregation in the South, 1890-1940*. New York: Vintage Books. [Introduction through p. 151]

## 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.
- 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*.
- Pfeifer, Michael J. 2004. *Rough justice: Lynching and American society 1874-1947*. Urbana: University of Illinois Press.
- Clegg, Claude A., III. 2010. *Troubled ground: A tale of murder, lynching, and reckoning in the New South*. Urbana: University of Illinois Press.

## 8. November 4: The United States

- Hale. [p. 151 through end of book]

## 9. November 11: *Précis* with annotated bibliography due

- Chapters 4-6 from "Show Time"

## 10. November 18

- 1:1 meetings about *précis* in my office (Sidney Smith 3036)

## 11. November 25

- Wood, Amy Louise. 2010. *Lynching and spectacle: Witnessing racial violence in America, 1890-1940*. Chapel Hill: University of North Carolina Press. [Introduction – Ch. 3]
- Chapter 7 from "Show Time"

## 12. December 3

- Wood. [Ch. 4 - Conclusion]

**Monday, December 7: Final papers due in the Political Science Office (3rd floor of Sidney Smith Hall) by 3pm. Be sure to have your paper date- and time-stamped at the front desk and to sign the log.**

# A WARNING ABOUT PLAGIARISM

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Plagiarism is an academic offence with a severe penalty. It is essential that you understand what plagiarism is and that you do not commit it. In essence, it is the theft of the thoughts or words of others, without giving proper credit. You must put others' words in quotation marks and cite your source(s). You must give citations when using others' ideas, even if those ideas are paraphrased in your own words. Plagiarism is unacceptable in a university.

**The University of Toronto provides a process that faculty members must initiate when they suspect a case of plagiarism. In the Department of Political Science, suspected evidence of plagiarism must be reported to the Chairman.**

**A faculty member may not mark an assignment or assess a penalty if he or she finds evidence of plagiarism – the matter must be reported. The Chairman, or Dean, will assess the penalty.**

## The following are some examples of plagiarism:

- **Submitting as your own an assignment written by someone else.**
- **Quoting an author without indicating the source of the words.**
- **Using words, sentences, or paragraphs written by someone else and failing to place quotation marks around the material and reference the source and author. Using either quotation marks or reference alone is not sufficient. Both must be used!**
- **Adapting an author's ideas or theme and using it as your own without referencing the original source.**
- **Seeking assistance from a friend or family member in respect to work you claim as your own.**

If you are not sure whether you have committed plagiarism, it is better to ask a faculty member than risk discovery and be forced to accept an academic penalty.

Plagiarism is **cheating**. It is considered a **serious offence** against intellectual honesty and intellectual property. Penalties for an undergraduate can be **severe**.

At a minimum, a student is likely to receive a "0" mark for the assignment or test in question. But a further penalty is often assessed, such as a further reduction from the course mark or placing a permanent notation of the incident on an academic record.

## Some website listed below on avoiding plagiarism:

'How to Use Sources and Avoid Plagiarism' - available at:

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

Other Advisory Material available at <http://www.writing.utoronto.ca/home>