

## **POL 329F: EXPERIENCES OF CONFLICT**

Fall 2022, Tuesdays 2-4 pm, RW 140

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### **COURSE DESCRIPTION**

POL 329 is built on the premise that an appreciation of first-person points of view enriches our understanding of conflict. Accordingly, the course examines representations of personal and collective experiences of conflict in selected novels in conjunction with paired political science themes. The goal is to have a two-way conversation between political science concepts and the assigned novels. This gives students a practical understanding of the human dimension of conflict and the possibilities for personal and social resistance to injustice and violence. Special attention is paid to questions of identity formation and moral choice in contexts of war and nationalism. The selected novels address conflicts from around the world, including Bosnia, the partition of India and Pakistan, Nigeria, and Canada.

### **TRIGGER WARNING**

This is a course about experiences of conflict that deals with difficult and potentially traumatic topics in cases of large-scale violence and injustice. The instructor is committed to providing an open space for the critical and respectful exchange of ideas about difficult topics in our class. Students are asked to help create an atmosphere of mutual respect and sensitivity in class discussions. Students are also invited to approach the instructor for any accommodations they may need. Additional resources for support are also listed below.

### **COURSE READINGS**

The following reading materials will be used in the course:

- Selected articles and book chapters available electronically via U of T libraries or online course reserves
- Steven Galloway, *The Cellist of Sarajevo*, (Knopf Canada, 2008).
- Khushwant Singh, *Train to Pakistan*, (Grove Press, 1961) or (Penguin, 2007). Also available online.
- Chimamanda Adichie, *Half of a Yellow Sun*, (Vintage Canada, 2007)
- Michelle Good, *Five Little Indians*, (Harper Perennial, 2020)

The books are available for short-term loan at Robarts Library. They are also available for purchase at U of T Bookstore or online. Different editions of the books (including kindle) are acceptable.

### **IMPORTANT DATES**

Sep 21	Last day to add course
Oct 18	Paper 1 due
Nov 16	Last day to drop course
Nov 22	Paper 2 due
Dec 6	Term test
Dec 7	Last day to add or remove a CR/NCR option
Jan 6	Last day to file a petition regarding term work
TBD	Last day to request late withdrawal at registrar

## COURSE REQUIREMENTS

### Format and Delivery:

- The course will meet for 2 hours of in-person lectures per week.
- Students are responsible for course materials covered in both the assigned readings and the lectures.
- Lectures and readings are complementary, but they do not overlap. Lectures presuppose familiarity with the readings, so students should complete reading assignments before the start of each week's lecture.

### Evaluation and Grading:

- Performance in the course will be evaluated based on the following components:

Paper 1:	30%
Paper 2:	30%
Term test:	25%
Participation:	15%
- The papers (30% of the final grade for each paper) will answer an assigned question and engage in depth with both the novel and political science readings specified by the question. Additional instructions are provided below. Length for each paper: 1100 words.
- The term test (25% of the final grade) will be closed-book and will take place during class time on week 12 in a separate examination room that will be announced. Additional instructions are provided below.
- Participation (15% of the final grade in total) will be assessed on a weekly basis based on a combination of class attendance, assigned just-in-time teaching tasks (JITTs) completed online, and informed participation in class discussions. Students are responsible for making sure to sign the attendance sheet every week, which will be circulated at the beginning of class; otherwise, they will not receive attendance credit. Students who are unable to attend class due to legitimate reasons are expected to contact the instructor to arrange for make-up assignments for attendance and participation. Students who do not have access to google forms should inform the instructor immediately to arrange for alternatives.

## COURSE POLICIES

**Assignment Submission:** All assignments must be submitted online on Quercus by 11:59 pm on their due date.

**Extensions and Make-ups:** No extensions or make-ups will be granted on any assignments or tests, unless students have acceptable reasons that are documented. Students who are absent from class for legitimate reasons (e.g. COVID, other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The declaration is available on ACORN under the Profile and Settings menu. Students should also contact the instructor to request an appropriate accommodation. Appropriate documentation must be submitted within one week of missed term work. Assignments and tests from other courses scheduled for the same day, work commitments, or transportation problems do not constitute acceptable reasons, so students should plan accordingly in advance. No extensions will be granted on assignments beyond the date that marked assignments have been returned to the class.

**Length Penalties:** Students should include word counts on all written assignments. Assignments that are more than 10% longer or shorter than the assigned word count will be penalized by **5%**.

**Late Penalties:** Late assignments will be penalized. The late penalty is **2% per late day**, weekends included. The number of late days will be determined by submission times on Quercus. Late assignments will not be accepted after marked assignments have been returned to the class.

**Plagiarism:** All sources used in written assignments must be properly cited. Failure to acknowledge sources constitutes plagiarism—a serious academic offense. For more information, students should review “How Not to Plagiarize” and other advice on using sources at [www.writing.utoronto.ca/advice/using-sources](http://www.writing.utoronto.ca/advice/using-sources).

**Plagiarism detection:** Normally, students will be required to submit their course essays to the University’s plagiarism detection tool 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 tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

**Grade Appeals:** Students who have concerns about the mark they received can request that their work be remarked within two weeks after their marked assignments have been returned. Appeal requests must be submitted in writing and must include a statement of the **substantive reasons** that student have for their request and what students feel was overlooked in the marking of their work. Appeals must be submitted in writing to the TA first. After the TA responds to students, any remaining concerns should be submitted in writing to the instructor. In accordance with the Faculty of Arts and Science policies, grades may go up, stay the same, or go down in the appeals process.

**Code of Conduct:** The University of Toronto expects all its members to behave responsibly and with courtesy and respect for others at all times. The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. Students should make sure to read the University’s Student Code of Conduct <<https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-december-13-2019>> and the University’s policy on the Appropriate Use of Information and Communication Technology <<https://www.provost.utoronto.ca/planning-policy/information-communication-technology-appropriate-use/>>.

## RESOURCES

**Accessibility Services:** The instructor is fully committed to providing students with fair access to their courses. Students with special needs or disabilities are strongly encouraged to register with Accessibility Services to arrange for needed accommodations.

**Writing Support:** Students can attend workshops and arrange one-on-one appointments for feedback on their written work. Students can visit [www.writing.utoronto.ca](http://www.writing.utoronto.ca) for information and advice on all aspects of academic writing. Students are encouraged to make use of the college writing centers for individualized consultations on their written assignments. Interested students should book their appointments with the writing centers early, as they fill up fast. Information about the writing centers is available at <http://www.writing.utoronto.ca/writing-centres/arts-and-science>. Students can also take advantage of the Library’s free “Writing Plus” academic skills workshop series, described at <http://www.writing.utoronto.ca/writing-plus>. International students can find information about the English Language Learning program (ELL), which includes practice opportunities for improving oral communication and critical reading skills, at <http://www.artsci.utoronto.ca/current/advising/ell>.

**Registrar Support:** Students are encouraged to contact their registrar promptly if they experience unexpected challenges during the course that may require accommodations.

**Health and Wellness:** Students can access a wide range of programs and services to support their health and wellbeing. Many of these programs are listed at: <https://studentlife.utoronto.ca/department/health-wellness/>

**Crisis Support:** You are not alone! Please reach out for help if you’re experiencing distress. A range of free crisis lines and support services are available at the University of Toronto and the City of Toronto including:

- My SSP for University of Toronto Students: 1-844-451-9700.

- University of Toronto: <https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/>
- City of Toronto: <https://www.toronto.ca/311/knowledgebase/kb/docs/articles/311-toronto/information-and-business-development/crisis-lines-suicide-depression-telephone-support-lines-non-crisis-mental-health-services.html>
- Good 2 Talk Student Helpline: 1-866-925-5454
- Gerstein Crisis Centre: 416-929-5200
- Distress Centres of Greater Toronto: 416-408-HELP (4357)
- The Centre for Addiction and Mental Health (CAMH): 250 College Street (walk-in)

Many of these crisis lines and services are available 24 hours a day and some have expertise in addressing specific problems that students may be experiencing. It is always a good idea to also inform your registrar of your circumstances as soon as you can.

## LECTURE SCHEDULE

There is no class on November 8 due to the fall reading week.

Sep 13	Week 1	Overview
Sep 20	Week 2	Ethnonationalism
Sep 27	Week 3	Galloway
Oct 4	Week 4	Secession
Oct 11	Week 5	Singh
Oct 18	Week 6	Civil War ( <b><u>paper 1 due</u></b> )
Oct 25	Week 7	Adichie
Nov 1	Week 8	Genocide
Nov 15	Week 9	Good
Nov 22	Week 10	Reconciliation ( <b><u>paper 2 due</u></b> )
Nov 29	Week 11	Dehumanization
Dec 6	Week 12	Term test

## READING ASSIGNMENTS

### Week 1: Overview

- Francesca Poletta, *It Was Like a Fever: Storytelling in Protest and Politics*, (Chicago, 2006), ch. 1.
- Ingrid Bianca Byerly, “What Every Revolutionary Should Know: A Musical Model of Global Protest” in Jonathan Friedman (ed.), *The Routledge History of Social Protest in Popular Music*, (Routledge, 2013), pp. 229-247.

### Week 2: Ethnonationalism

- Nina Caspersen, “Ethnonationalism” and “Ethnic Group” in Mark Bevir (ed.) *Encyclopedia of Governance*, (Sage, 2007).
- François Rochat and Andre Modiglianni, “[The Ordinary Quality of Resistance: From Milgram’s Laboratory to the Village of Le Chambon](#),” *Journal of Social Issues*, 51/3 (1995), pp. 195-210.
- Michael Ignatieff, “The Narcissism of Minor Difference” in Michael Ignatieff, *The Warrior’s Honor*, (Viking, 1998), pp. 34-71.

### Week 3: Galloway

- Steven Galloway, [The Cellist of Sarajevo](#), (Knopf Canada, 2008).

#### Week 4: Secession

- Allen Buchanan, “Democracy and Secession” in Margaret Moore (ed.), [\*National Self-Determination and Secession\*](#), (Oxford University Press, 1998), ch. 2.
- David Miller, “Secession and the Principle of Nationality” in Margaret Moore (ed.), [\*National Self-Determination and Secession\*](#), (Oxford University Press, 1998), ch. 4
- Atul Kohli, “[Can Democracies Accommodate Ethnic Nationalism? Rise and Decline of Self-Determination Movements in India](#),” *The Journal of Asian Studies*, 56/2 (1997), pp. 325-344.

#### Week 5: Singh

- Khushwant Singh, [\*Train to Pakistan\*](#), (Grove Press, 1961) or (Penguin, 2007).

#### Week 6: Civil War

- Donald Horowitz, “Group Comparison and the Sources of Conflict” in Donald Horowitz, *Ethnic Groups in Conflict*, (University of California Press, 1985), ch. 4. Available online at: <http://books.google.com/books?id=Q82saX1HVQYC> (pp. 141-184).
- E. Wayne Nafziger, “[The Political Economy of Disintegration in Nigeria](#),” *The Journal of Modern African Studies*, 11/4 (1973), pp. 505-536.

#### Week 7: Adichie

- Chimamanda Adichie, [\*Half of a Yellow Sun\*](#), (Vintage Canada, 2007).

#### Week 8: Genocide

- Truth and Reconciliation Commission of Canada, *Honoring the Truth, Reconciling for the Future: Executive Summary*, (May 2015), introduction and calls to action, pp. 1-22, 313-337.
- *The Genocide Convention*, Available online at: <https://www.un.org/en/genocideprevention/genocide-convention.shtml>
- Thomas King, *The Inconvenient Indian: A Curious Account of Native People in North America*, (Doubleday Canada, 2012), ch. 8.

#### Week 9: Good

- Michelle Good, *Five Little Indians*, (Harper Perennial, 2020).

#### Week 10: Reconciliation

- Guest speaker: John Croutch, Indigenous Training Coordinator, Office of Indigenous Initiatives, University of Toronto.
- Bob Antone and Dianne Hill, “Ethnostress: The Disruption of Aboriginal Spirit”, available at: <https://firstlightlearningjourney.net/wp-content/uploads/2019/11/Ethnostress.pdf>

#### Week 11: Dehumanization

- Gerald O’Brien, “Indigestible Food, Conquering Hordes, and Waste Materials: Metaphors of Immigrants and the Early Immigration Restriction Debate in the United States,” *Metaphor and Symbol*, 18 (2003), pp. 33-47.
- Emanuele Castano and Roger Giner-Sorolla, “Not Quite Human: Infrahumanization in Response to Collective Responsibility for Intergroup Killing,” *Journal of Personality and Social Psychology*, 90 5 (2006), pp. 804-818.
- Vitoria Esses, Stelian Medianu, and Andrea Lawson, “Uncertainty, Threat, and the Role of the Media in Promoting the Dehumanization of Immigrants and Refugees,” *Journal of Social Issues*, 69 3 (2013), pp. 518-536.

#### Week 12: Term Test

## TERM TEST INSTRUCTIONS

The term test will be 100 minutes. Allocate your time in a way that parallels the marks that each question is worth. Take some time to think about the questions and organize your ideas before you start to write. Content, coherence, and intelligibility are more important than length.

Please avoid using point form. Please write legibly. Make sure that your name is on every test booklet, note the total number of test booklets you submit, and indicate the two novels you wrote your papers on at the top of your first test booklet.

The test will include 5 identification questions (10 points each) and 1 essay question (50 points).

Responses to **identification questions** should outline the term's meaning and main elements, discuss its significance for understanding experiences of conflict (as well as its limitations where appropriate), and give illustrative examples. If the term is a name, the same should be done for the concept the name is associated with.

Responses to **essay question** should answer the question that is asked and not some other question of your own design. Demonstrate your knowledge of your selected analytical themes and novel, and integrate these insights into a coherent central thesis that frames your discussion and is well-supported by conceptual and empirical evidence from course materials. Always explicitly give reasons for the positions you take. Your essay will be expected to engage with a novel you have not written a paper on.

## PAPER INSTRUCTIONS

Submit your papers on **Quercus** by **11.59 pm** on their due dates. Each paper is worth **30% of your final grade**.

- Write a paper that answers the assigned question. Your paper should be **1100 words** in length, including all citations and the bibliography. Make sure to include a word count at the end of your paper. Papers that are more than 10% longer or shorter will be penalized with a length penalty of 5%.
- Make sure you demonstrate your in-depth **knowledge of both the novel and political science readings** specified by the question. There is no set formula of content percentages, as the exact breakdown of content should be driven by your central thesis, but a **minimum** of 30% of engagement is expected for each component (i.e. minimum 30% novel and minimum 30% political science.) Please also note that this assignment is a response paper on designated course materials. It is not a research paper. You are not expected to undertake independent research or consult external sources. You are instead expected to analyze the specified course materials. If you use external sources at the expense of course materials, you will not meet the parameters of the assignment and you will not do well.
- Make sure to develop a coherent **central thesis** that integrates insights from both the specified novel and the specified political science readings. Your central thesis should frame your discussion and should be developed and be well supported, both theoretically and empirically, throughout your paper. Remember to always explicitly justify your choices and to explicitly give reasons for the positions you take.
- Cite all your sources carefully throughout. Use a **parenthetical citation** style of your choice consistently (either MLA or APA). Include a bibliography that lists all the works cited at the end. Consult the handouts “How not to plagiarize” and “Standard documentation formats” that are posted on Quercus to make sure you acknowledge sources correctly.
- Use good style, relevant terminology, and precise language. Avoid unnecessary jargon. Avoid overly long sentences. Check for spelling and grammar errors. Your paper should be double-spaced, in a standard font (no smaller than Times 12 or equivalent) and with normal margins (at least 1 inch).
- Late papers will be penalized with a late penalty of 2% per late day, weekends included. The number of late days will be determined by the submission time on Quercus. Late assignments will not be accepted after marked assignments have been returned to the class.

### **Paper 1:** Due on **October 18.**

Choose one of the indicated novels and one of the indicated political science topics to answer the following question. Make sure to adequately engage with both the novel and the political science readings (minimum of 30% each).

- **Question:** Individuality is a luxury of peace that cannot be afforded in times of conflict. Do you agree or disagree? Why or why not?
- **Novel:** Choose Galloway **OR** Singh
- **Political science:** Choose Ethnonationalism **OR** Secession.

### **Paper 2:** Due on **November 22.**

Choose one of the indicated novels and one of the indicated political science topics to answer the following question. Make sure to adequately engage with both the novel and the political science readings (minimum of 30% each).

- **Question:** Violence is caused by groups who hate each other. Do you agree or disagree? Why or why not?
- **Novel:** Choose Adichie **OR** Good
- **Political science:** Choose Civil War **OR** Genocide