

## **POL329S: EXPERIENCES OF CONFLICT**

Winter 2024, Mon 11am-1pm

**Instructor: Laila Khoshkar**

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Office hours: By appointment, location/time TBA

Instructions for booking office hours: Use calendar tool on Quercus to book an appointment. All appointments are in-person, unless otherwise arranged. If you'd like to meet on Zoom, indicate Zoom next to your name in your Quercus booking. Zoom meeting details will be posted as a Quercus announcement.

**Teaching Assistant: TBA**

Email: TBA

### **COURSE DESCRIPTION**

POL329 examines experiences of conflict as represented 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 UofT libraries or online course reserve
- Steven Galloway, *The Cellist of Sarajevo*, (Knopf Canada, 2008)
- Khushwant Singh, *Train to Pakistan*, (Grove Press, 1961)
- 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 the UofT Bookstore or online. Different editions of the books (including e-books) are acceptable.

### **IMPORTANT DATES**

Jan 21	Last day to add course
Feb 12	Paper 1 due
Mar 11	Last day to drop course
Mar 18	Paper 2 due
Apr 1	Term test
Apr 8	Last day to add or remove a CR/NCR option
Apr 8	Last day to request late withdrawal (LWD) at registrar office

## 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 and aggregated at the end of term based on a combination of class attendance 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.
- The U of T grading scheme (available at: <https://advice.writing.utoronto.ca/general/grading-policy/>) is used in marking all course components except attendance. The Faculty of Arts and Science specifies the meanings of grades for its courses as follows:
  - ~ A range: 80-100. Excellent. Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
  - ~ B range: 70-79. Good. Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.
  - ~ C range: 60-69. Adequate. Student who is profiting from the university experience; understanding of the subject matter and ability to develop solutions to simple problems in the material.
  - ~ D range: 50-59. Marginal. Some evidence of familiarity with the subject matter and some evidence that critical and analytic skills have been developed.
  - ~ F: 0-49. Inadequate. Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.

## COURSE POLICIES

**Email Policy:** Please allow up to 48 hours for response during regular business hours. Please include course code in the subject line of your email. Only use your mail.utoronto email address for all online communications.

**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 penalised **2% per late day, including weekends**. 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>).

**Use of Generative AI:** The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of plagiarism. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

**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 accommodations needs are strongly encouraged to register with Accessibility Services to arrange for needed accommodations. Remember that the process of accommodation is private: AS will not

share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

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

**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/departments/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 February 19 due to the Family Day holiday.

Jan 8	Week 1	Overview
Jan 15	Week 2	Ethnonationalism
Jan 22	Week 3	Galloway
Jan 29	Week 4	Self-Determination and Secession
Feb 5	Week 5	Singh
Feb 12	Week 6	Civil war ( <b><u>paper 1 due</u></b> )
Feb 26	Week 7	Adichie
Mar 4	Week 8	Cultural Genocide
Mar 11	Week 9	Good
Mar 18	Week 10	Reconciliation ( <b><u>paper 2 due</u></b> )
Mar 25	Week 11	Dehumanization
Apr 1	Week 12	Term test

## READING ASSIGNMENTS

### Week 1: Overview

- 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.
- Read this syllabus carefully.

### 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: Self-Determination and Secession

- Margaret Moore, “The Moral Value of Collective Self-Determination and the Ethics of Secession,” *Journal of social philosophy*, 50/4 (2019), pp. 620-641
- 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://web.archive.org/web/20161227022733/http://oninjuryresources.ca/downloads/SLS/2007/SLS-2007F-Ethnostress-handout.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.
- 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.
- Catherine Ann Martin, “Influxes and invaders: the intersections between the metaphoric construction of immigrant otherness and ethnonationalism,” *Ethnic and Racial Studies*, (Published online ahead of print, 21 November 2022), pp. 1-24.

#### Week 12: Term Test

## PAPER INSTRUCTIONS

Submit your papers through **Quercus** by **11:59pm** 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 **February 12**

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** Self-determination and Secession.

### **Paper 2:** Due on **March 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:** 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** Cultural Genocide

## TERM TEST INSTRUCTIONS

**Answer 5 identification questions and 1 essay question.** You have 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 write legibly. Please use pens (and not pencil). Please avoid using point form unless you are in a time emergency. Please remember to write your name and number of the test booklet (out of a total number of test booklets submitted) at the front of every test booklet. Please remember to bring your U of T or government-issued identification to the test.

### **Part I: Identification Questions** (10 marks per ID)

**Identify 5 of the following 8 terms.** 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, do the same for the concept the name is associated with.

### **Part II: Essay** (50 marks)

**Write an essay on 1 of the following 2 questions** in relation to **one political science theme** and **one novel** that you have not yet written any papers on in this course. For verification purposes, indicate the novels and political science themes that you already wrote your papers on at the top of your essay.

Answer the question that is asked and not some other question of your own design. Demonstrate your knowledge of both your selected political science theme and your selected novel, and integrate insights from both 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.