

**4419G/001**  
**Special Topics: Secession and Ethnic Conflict**

Term: Winter 2023  
Class Time: Wednesdays 1:30-3:30  
Class Location: SSC 7200  
Class Modality: Face-to-Face  
Syllabus Version Date: January 6, 2023

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## Course Outline

Conflicts involving ethnic separatist groups pose a formidable challenge to international peace and security. This seminar will draw on scholarship from International Relations, Comparative Politics, International Political Economy, and International Law to analyze the theoretical, empirical, and ethical debates concerning ethnic conflict, self-determination, and secessionism. Through meaningful engagement with the literature, critical thinking, and collaborative activities, participants will gain a comprehensive understanding of the material. This course is designed for those without prior knowledge of ethnic conflict and secession and seeks to provide a robust foundation in the key concepts, issues, and debates.

## Course Learning Outcomes

1. Students will be able to identify, distinguish and critically engage with the key theoretical assumptions surrounding ethnicity, secession and ethnic conflict.
2. Students will be able to differentiate between the various theories on the causes of ethnic conflict and analyze their implications.
3. Students will gain insight into the complexities of international system membership and the proliferation of separatist entities.
4. Students will develop an advanced understanding of the strategies and conflict management tools employed by domestic and international actors to address secessionist conflict.
5. Students will apply theoretical debates to construct arguments about secession and ethnic conflict, demonstrating their proficiency in researching and analyzing various topics.

## Required Texts

This course does not require any textbooks; instead, we will be utilizing journal articles and book excerpts that will be available digitally through Western's Omni library system.

### Required Readings

The Required Readings list for each class is provided in a box, and all course materials can be accessed as PDFs through your UWO library account.

### Recommended Readings

Additionally, a Recommended Readings list is available for further reference. It is **not mandatory** to read these additional readings, however, they can be beneficial for assignments and to provide further context to enhance understanding.

**Approximate gender breakdown of authors (required readings only):** Female 54%, Male 45%.

## **Organization**

This course involves in-depth exploration of course material through discussions and debates, and attendance and preparation for each seminar is mandatory. Participation will be assessed based on leadership, oral contribution, knowledge of readings, and ability to communicate and analyze the material. There will be no final exam, and all evaluations will be based on completed assignments.

Please note that hostile behavior will not be tolerated. Hostile behaviour refers to any aggressive or confrontational behavior that is intended to harm or intimidate another person. This includes, but is not limited to, verbal abuse, threats, physical violence, and bullying. Exclusion refers to the act of intentionally or unintentionally excluding someone from participating in a social group or activity. Discrimination refers to the act of treating someone unfairly or differently due to their identity or characteristics, such as their race, gender, religion, sexual orientation, or disability. In this course, any form of hostile behavior, exclusion, or discrimination will not be tolerated and may result in disciplinary action.

## Assignment and Class Schedule Summary

### Assignment Summary

Assignment	Value	Due Date
Seminar Participation	20%	Ongoing Evaluation
Seminar Leader	15%	Individual Dates
Ted Talk Knowledge Mobilization	10%	Individual Dates
Research Essay Proposal	10%	Individual Dates
Peer Evaluation	5%	Individual Dates
Research Essay	40%	Individual Dates

### Course Schedule Summary

Week	Date	Topic	Class Type	Assignment Due Dates
1	01/11	Course Introduction and The Nation	Seminar	
2	01/18	Constructing Ethnicity?	Seminar	
3	01/25	Inequality and Insecurity	Seminar	
4	02/01	Opportunism	Seminar	
5	02/08	Self-Determination	Seminar	
6	02/15	The Age of Secession	Seminar	Ted Talk
7	02/22	Spring Reading Week	No Class	
8	03/01	Strategies of Secession	Seminar	
9	03/01	Strategies of Counter-Secession	Seminar	Research Essay Proposal
10	03/08	Accommodation and Federalism	Seminar	Peer Evaluation
11	03/15	Power-sharing and Partition	Seminar	
12	03/22	International Dynamics: Conflict Management	Seminar	
13	03/29	International Dynamics: Recognition	Seminar	Research Essay

## Assignments

Note: Finer details and grading rubrics will be made available on Owl.

### Seminar Participation (20%)

The seminar participation grade consists of two components:

- Class attendance and participation in seminar discussion (15%)
- Weekly Questions (5%)

Regular attendance and active engagement in the course material are crucial to academic success, as a significant portion of a student's grade is based on participation. To prepare for each seminar, students are expected to generate five to ten questions that foster critical thinking and comprehension of the assigned readings, and to send these questions via email to the professor and seminar leader by the Monday preceding the Wednesday seminar. These questions will contribute to 5% of the overall course participation grade.

*What is the goal of this assignment?* The completion of this assignment aims to facilitate the acquisition of skills such as the ability to identify and analyze the key elements of assigned readings, generate questions that foster critical thinking, comprehend the significance of consistent attendance and participation in class activities, and grasp the role that participation grades play in overall academic performance. It is expected that these skills will encourage students to take a proactive approach in their coursework and contribute to their overall success in the class.

### Seminar Leader (15%)

As part of the course requirements, students will be required to sign up for a seminar during Weeks 3-12 and serve as the leader for the session. The seminar leader will be responsible for facilitating a discussion based on the assigned readings and any questions submitted by their peers. Sign-up for the seminar will occur during Week 2, and leading the seminar will constitute 15% of the final grade for the course. Detailed information regarding the responsibilities and requirements of the seminar leader will be discussed in week two.

*What is the goal of this assignment?* This assignment helps students develop various skills such as facilitating group discussions, understanding and synthesizing course material, effective communication, time management, and teamwork. Leading the seminar also requires critical thinking, clear communication, active listening, planning, and the ability to contribute to a positive group dynamic, all of which will provide valuable experience in communication, collaboration, and critical thinking.

### Research Essay (55%)

*Research Essay (40%)*

In this assignment, students will have the opportunity to examine a specific ethnic conflict that occurred in the 21st century and evaluate the methods utilized to mediate and resolve the conflict using concepts and theories learned in the course. To complete this task, students will be required to utilize both primary and secondary sources and demonstrate their ability to conduct research, analyze and synthesize information, and apply critical thinking and analytical skills. The resulting research essay, approximately 10-12 pages in length and formatted according to APA style, will provide evidence of the students' understanding of the central themes and arguments related to ethnicity, ethnic conflict, secession, and conflict management. This assignment presents a challenge for students to apply their knowledge to a real-world context, promoting a deeper understanding of the material and the cultivation of essential research and analytical skills. . During the third seminar, more detailed instructions will be provided, and rubrics will be made available on OWL.

#### *Proposal (10%)*

In order to complete their research essay, students will need to create a proposal that includes an introduction, literature review, research question, hypothesis, and research plan. Additionally, they should include a bibliography of the resources they plan to use in the essay. During the third seminar, more detailed instructions will be provided, and rubrics will be made available on OWL.

#### *Peer Evaluation (5%)*

In order to facilitate the development of research ideas and improve the ability to provide effective feedback, students will participate in peer evaluation of research essay proposals on March 8th. This will be conducted in class, and further details on the logistics of the process and the evaluation of student feedback will be discussed in week three. Engaging in peer evaluation serves to enhance the learning experience and facilitate the acquisition of important skills in the academic setting. In Week 10 students will informally share their proposals (less than two minutes) and receive feedback from the rest of the class on the project.

***What is the goal of this assignment?*** This assignment aims to help students develop a range of research and writing skills, including the ability to identify and narrow down a research topic, develop a research question and hypothesis, conduct a literature review, organize and structure a research proposal, and properly cite sources using a specific citation style. Through this process, students will learn how to locate and evaluate primary and secondary sources, critically evaluate theories and arguments, and present their ideas in a clear and coherent manner. They will also practice critical thinking by analyzing and evaluating tools used to mediate and resolve a conflict, and apply course concepts and theories to a real-world example. The ultimate goal is to help students gain a strong foundation in research and writing skills, deepen their understanding of the material, and develop the ability to critically evaluate their peers' work.

#### **Ted Talk Knowledge Mobilization (10%)**

For this assignment, students will engage in a critical analysis of the Ted Talk by Stefan Wolff entitled "The Path To Ending Ethnic Conflict." The talk discusses the various factors that contribute

to ethnic conflict and offers potential solutions for addressing and resolving these conflicts. After viewing the video, students will be required to synthesize the main points made by Wolff, evaluate the arguments and evidence presented in the talk, and offer their own insights and opinions on the issues discussed in the video. Students may choose to present their reflections in the form of a Tik Tok video or a blog-style post, with the Tik Tok being 1-3 minutes in duration and the blog post being no more than 1000 words. This assignment aims to enhance students' critical thinking skills and their ability to engage with complex issues related to ethnic conflict in a nuanced and informed manner. Further details on the assignment will be provided in week four.

*What is the goal of this assignment?* The aim of the assignment is to improve students' critical thinking and communication skills by requiring them to evaluate the arguments and evidence presented in the talk, consider the complexity of the topic, and communicate their understanding to a non-academic audience. Through engaging with the content of the Ted Talk and completing the accompanying assignment, students will enhance their understanding of the complexities of ethnic conflict and potential solutions, as well as improve their ability to articulate this knowledge to a wider audience. The incorporation of this assignment into the course curriculum therefore serves to not only enhance students' academic skills, but also to cultivate their capacity for effective communication in a range of contexts.



## Class Schedule and Readings:

### Week 1: Course Introduction & The Nation

#### Required Readings

1. Smith, A. D. (1986). The ethnic origins of nations, Chapter 6. (PDF under resources).
2. Connor, Walker, "A Nation is a Nation, is a State, is an Ethnic Group is a ...," *Ethnic and Racial Studies*, vol. 1 (October 1978), pp. 377-400. [https://ocul-owo.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_walterdegruyter\\_books\\_10\\_1515\\_9780691186962\\_006](https://ocul-owo.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_walterdegruyter_books_10_1515_9780691186962_006)

#### Recommended Readings

- Watson, Sophie. "The nation-state and the politics of identity." *Gender, identity and the culture of organizations* (1997): 11-25.
- Ignatieff, Michael, *Blood and Belonging: Journey into the New Nationalism*, New York: Farrar, Strauss, Giroux, 1993, Introduction, pp. 1-16.
- Walby, Sylvia. "Gender approaches to nations and nationalism." *The SAGE Handbook of Nations and Nationalism*. Thousand Oaks, CA, SAGE Publications (2006): 118-128.
- Nussbaum, Martha C., *For Love of Country?*, Boston: Beacon Press, 2002 edition

## *Part I: Ethnicity and Ethnic Conflict*

### **Week 2: Constructing Ethnicity?**

#### Required Readings

1. Chandra, Kanchan. "What is ethnic identity and does it matter?." *Annu. Rev. Polit. Sci.* 9 (2006): 397-424. [https://ocul-uw0.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_miscellaneous\\_59719359](https://ocul-uw0.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_miscellaneous_59719359)
2. Fearon, James D., and David D. Laitin. "Violence and the social construction of ethnic identity." *International organization* 54.4 (2000): 845-877. [https://ocul-uw0.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_miscellaneous\\_60551466](https://ocul-uw0.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_miscellaneous_60551466)

#### Recommended Readings

- shiyama, John, and Post Basnet. "Ethnic versus national identity in Ethiopia: Is ethnic identity growing and among whom?." *African Security Review* 31.1 (2022): 82-98.
- Nagel, Joane. "Constructing ethnicity: Creating and recreating ethnic identity and culture." *Social problems* 41.1 (1994): 152-176.
- Ngabwe, Pascal. "The Construction of Ethnicity in Rwanda: From Ethnic Democracy to Ethnic Cleansing." *Journal of Modern African Studies*, vol. 48, no. 4, 2010, pp. 561-581.
- Natali, Cristiana. "Building cemeteries, constructing identities: funerary practices and nationalist discourse among the Tamil Tigers of Sri Lanka." *Contemporary South Asia* 16.3 (2008): 287-301.

### Week 3: Inequality and Insecurity

#### Required Readings

1. Vogt, Manuel. "Ethnic stratification and the equilibrium of inequality: ethnic conflict in postcolonial states." *International organization* 72.1 (2018): 105-137. [https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_journals\\_2036505829](https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_journals_2036505829)
2. Posner, Daniel N. "The political salience of cultural difference: Why Chewas and Tumbukas are allies in Zambia and adversaries in Malawi." *American Political Science Review* 98, no. 4 (2004): 529-545. [https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_miscellaneous\\_60734132](https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_miscellaneous_60734132)

#### Recommended Readings

- Besançon, Marie L. "Relative resources: Inequality in ethnic wars, revolutions, and genocides." *Journal of peace research* 42.4 (2005): 393-415.
- Blanton, R., Mason, T. D., and Athow, B. (2001). *Colonial Style and Post-Colonial Ethnic Conflict in Africa*. *Journal of Peace Research*, 38(4), 473–491.
- Cigdem V. Sirin. 2011. "Scarcity-Induced Domestic Conflict: Examining the Interactive Effects of Environmental Scarcity and 'Ethnic' Population Pressures." *Civil Wars*, 13(2): 122-140
- Cederman, L. E., Weidmann, N. B., Gleditsch, K. S. (2011). Horizontal inequalities and ethnonationalist civil war: A global comparison. *American political science review*, 105(3), 478-495.
- Alcorta, L., Smits, J., and Swedlund, H. J. (2018). Inequality and ethnic conflict in Sub-Saharan Africa. *Social Forces*, 97(2), 769-792.

## Week 4: Opportunism

### Required Readings

1. Mueller, John. "The banality of" ethnic war"." *International Security* 25, no. 1 (2000): 42-70. [https://ocul-owo.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_miscellaneous\\_60554274](https://ocul-owo.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_miscellaneous_60554274)
2. Tilley, Virginia. (1997). The terms of the debate: Untangling language about ethnicity and ethnic movements. *Ethnic and Racial Studies*, 20(3), 497-522. <https://doi.org/10.1080/01419870.1997.9993972> [https://ocul-owo.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_chadwyckhealey\\_bscjournals\\_00100199](https://ocul-owo.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_chadwyckhealey_bscjournals_00100199)
3. Collier Paul, Hoeffler Anke. 2004. "Greed and Grievance in Civil War." *Oxford Economic Papers* 56:563-95. [https://ocul-owo.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_journals\\_199805545](https://ocul-owo.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_journals_199805545)

### Recommended Readings

- Lessmann, Christian, and Arne Steinkraus. "The geography of natural resources, ethnic inequality and civil conflicts." *European Journal of Political Economy* 59 (2019): 33-5
- Henshaw, Alexis Leanna. "Why women rebel: Greed, grievance, and women in armed rebel groups." *Journal of Global Security Studies* 1.3 (2016): 204-219.
- Ruane, Joseph and Jennifer Todd, "The Roots of Intense Ethnic Conflict may not in fact be Ethnic: Categories, Communities and Path Dependence," in *European Journal of Sociology* 45, No. 2 (2004): 209-232.
- Sambanis, Nicholas. "Do Ethnic and Nonethnic Civil Wars Have the Same Causes? A Theoretical and Empirical Inquiry (Part 1)," *Journal of Conflict Resolution* 45 (3) (2001): 260.

## *Part II: Self-Determination and Secession*

### **Week 5: Self-Determination**

#### Required Readings

1. De Waal, Alex. "The ambiguities of self-determination: IGAD and the secession of South Sudan." *Nations and Nationalism* 27.1 (2021): 80-95. [https://ocul-owo.primo.exlibrisgroup.com/permalink/010CUL\\_UWO/t5412v/cdi\\_proquest\\_journals\\_2509231796](https://ocul-owo.primo.exlibrisgroup.com/permalink/010CUL_UWO/t5412v/cdi_proquest_journals_2509231796)
2. Cavandoli, Sofia. "The unresolved dilemma of self-determination: Crimea, Donetsk and Luhansk." *the International Journal of Human Rights* 20.7 (2016): 875-892. [https://ocul-owo.primo.exlibrisgroup.com/permalink/010CUL\\_UWO/t5412v/cdi\\_proquest\\_miscellaneous\\_1811899347](https://ocul-owo.primo.exlibrisgroup.com/permalink/010CUL_UWO/t5412v/cdi_proquest_miscellaneous_1811899347)

#### Recommended Readings

- Hannum, Hurst. "Self-determination, Yugoslavia, and Europe: old wine in new bottles." *Transnational L. and Contemporary Problems*. 3 (1993): 57.
- Kelle, Friederike Luise. "Why Escalate?: Symbolic Territory and Strategy Choice in Conflicts Over Self-Determination." *Nationalism and Ethnic Politics* 27.1 (2021): 1-22.
- Germann, Micha, and Nicholas Sambanis. "Political exclusion, lost autonomy, and escalating conflict over self-determination." *International Organization* 75.1 (2021): 178-203.
- Aalen, Lovise. "Ethnic federalism and self-determination for nationalities in a semi-authoritarian state: the case of Ethiopia." *International Journal on Minority and Group Rights* 13.2-3 (2006): 243-261.
- Chakrabarty, Ishita. "Self-Determination: What Lessons from Kashmir?." *International and Comparative Law. Rev.* 31 (2021): 35.

## Week 6: The Age of Secession

### Required Readings

1. Fazal, Tanisha M. "Go your own way: Why rising separatism might lead to more conflict." *Foreign Aff.* 97 (2018): 113 [https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_gale\\_infotrasmisc\\_A545671146](https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_gale_infotrasmisc_A545671146)
2. Cunningham, Kathleen Gallagher, and Katherine Sawyer. "Is self-determination contagious? A spatial analysis of the spread of self-determination claims." *International Organization* 71.3 (2017): 585-604. [https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_journals\\_1919459820](https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_journals_1919459820)
3. Fazal, Tanisha, and Ryan Griffiths. "A State of One's Own: The Rise of Secession Since World War II." *Brown J. World Aff.* 15 (2008): 199. [https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_miscellaneous\\_219586705](https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_miscellaneous_219586705)

### Recommended Readings

- Arrighi, Jean-Thomas. "'The people, year zero': Secessionism and citizenship in Scotland and Catalonia." *Ethnopolitics* 18.3 (2019): 278-297.
- Fazal, Tanisha M. "State death in the international system." *International Organization* 58.2 (2004): 311-344.

**Week 7: READING WEEK**

No assigned readings.

## Week 8: Strategies of Secession

### Required Readings

1. Griffiths, Ryan D., and Louis M. Wasser. "Does violent secessionism work?." *Journal of Conflict Resolution* 63.5 (2019): 1310-1336. [https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_journals\\_2207060142](https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_journals_2207060142)
2. Cunningham, Kathleen Gallagher. "Understanding strategic choice: The determinants of civil war and nonviolent campaign in self-determination disputes." *Journal of Peace Research* 50.3 (2013): 291-304. [https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_miscellaneous\\_1735643492](https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_miscellaneous_1735643492)

### Recommended Readings

- Malji, Andrea. "Bombs or Ballots: How Do Aggrieved Ethnic Groups Determine Their Political Strategy?." APSA 2013 Annual Meeting Paper, American Political Science Association 2013 Annual Meeting. 2013.
- Duffy Toft, Monica. "Indivisible territory, geographic concentration, and ethnic war." *Security Studies* 12.2 (2002): 82-119.
- Fazal, Tanisha M. "What You Fight for Shapes How You Fight." *Proceedings of the ASIL Annual Meeting*. Vol. 115. Cambridge University Press, 2021.
- Stewart, Megan A. "Civil war as state-making: Strategic governance in civil war." *International Organization* 72.1 (2018): 205-226.



## Week 9: Strategies of Counter-Secession

### Required Readings

1. Krause, Peter. "The strategies of counter-secession: How states prevent independence." *Nations and Nationalism* (2022). [https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_journals\\_2672162202](https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_journals_2672162202)
2. Walter, Barbara F. "Building reputation: Why governments fight some separatists but not others." *American Journal of Political Science* 50.2 (2006): 313-330. [https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_wiley\\_primary\\_10\\_1111\\_j\\_1540\\_5907\\_2006\\_00186\\_x\\_AJPS186](https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_wiley_primary_10_1111_j_1540_5907_2006_00186_x_AJPS186)
3. Ker-Lindsay, James. "The four pillars of a counter-secession foreign policy: Lessons from Cyprus." (2017): 85-90. (PDF under Resources).

### Recommended Readings

- Coggins, Bridget. "How do states respond to secession? The dynamics of state recognition." *Secession and Counter-Secession*. Barcelona: CIDOB Barcelona Centre for International Affairs (2018).
- Griffiths, Ryan D. "Who counts? Why do governments deny secession in some cases but not others?." *Secession and counter-secession: an international relations perspective*. Fundación CIDOB, 2018.

## *Part III: Domestic Responses to Ethnic and Secessionist Conflicts*

### **Week 10: Accommodation and Federalism**

#### Required Readings

1. Wolff, Stefan. "Managing ethnic conflict: The merits and perils of territorial accommodation." *Political Studies Review* 9.1 (2011): 26-41. [https://ocul-uwu.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_miscellaneous\\_1448991229](https://ocul-uwu.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_miscellaneous_1448991229)
2. Sindre, Gyda M. (2018) From secessionism to regionalism: Intra-organizational conflict and ideological moderation within armed secessionist movements. *Political Geography* 64. pp. 23-32 [https://ocul-uwu.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_journals\\_2082627356](https://ocul-uwu.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_journals_2082627356)
3. Lacina, Bethany. "India's Stabilizing Segment States." *Ethnopolitics* 13.1 (2014): 13-27. [https://ocul-uwu.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_informaworld\\_taylorfrancis\\_310\\_1080\\_17449057\\_2013\\_844433](https://ocul-uwu.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_informaworld_taylorfrancis_310_1080_17449057_2013_844433)

#### Recommended Readings

- Dill, J., Weller, M., & Nobbs, K. (2010). Puntland's declaration of autonomy and Somaliland's Secession: two Quests for Self-governance in a Failed State. *Asymmetric Federalism and the Settlement of Ethnic Conflicts*, 278-97.
- Vetik, Raivo. "Ethnic conflict and accommodation in post-communist Estonia." *Journal of Peace Research* 30.3 (1993): 271-280
- Bakke, Kristin. *Decentralization and Intrastate Struggles: Chechnya, Punjab and Québec*. Cambridge: Cambridge University Press.
- Weller, Marc, and Katherine Nobbs, eds. *Asymmetric autonomy and the settlement of ethnic conflicts*. University of Pennsylvania Press, 2011.

## Week 11: Power-Sharing and Partition

### Required Readings

1. Lemarchand, Ren'e. 2007. "Consociationalism and Power Sharing in Africa: Rwanda, Burundi, and the Democratic Republic of the Congo." *African Affairs* 106.422: 1–20. [https://ocul-uwu.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_miscellaneous\\_60460931](https://ocul-uwu.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_miscellaneous_60460931)
2. Horowitz, Donald. "Ethnic Power Sharing: Three Big Problems." *Journal of Democracy* 25.2 (2014): 5-20. [https://ocul-uwu.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_journals\\_1530409824](https://ocul-uwu.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_journals_1530409824)
3. Jenne, Erin K. (2012) When Will We Part with Partition Theory? Flawed Premises and Improbable Longevity of the Theory of Ethnic Partition, *Ethnopolitics*, 11:3, 255-267, DOI: 10.1080/17449057.2011.587956 [https://ocul-uwu.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_miscellaneous\\_1283636179](https://ocul-uwu.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_miscellaneous_1283636179)

### Recommended Readings

- Downes, Alexander. 2001. "The Holy Land Divided: Defending Partition as a Solution to Ethnic Wars." *Security Studies* 10 (Summer): 58–116.
- Zanker, Franzisca, Claudia Simons, and Andreas Mehler. "Power, peace, and space in Africa: Revisiting territorial power sharing." *African Affairs* 114.454 (2015): 72-91.
- Kaufman, Chaim. "Possible and Impossible Solutions to Ethnic Civil Wars." *International Security*, 20(4): 136-175. (1996)

## *Part IV: International Dynamics of Ethnic and Secessionist Conflict*

### **Week 12 International Dynamics: Conflict Management**

#### Required Readings

1. Huibregtse, Ada. "External intervention in ethnic conflict." *International Interactions* 36.3 (2010): 265-293. [https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_miscellaneous\\_758119325](https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_miscellaneous_758119325)
2. Axyonova, Vera, and Andrea Gawrich. "Regional organizations and secessionist entities: analysing practices of the EU and the OSCE in post-soviet protracted conflict areas." *Ethnopolitics* 17.4 (2018): 408-425. [https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_crossref\\_primary\\_10\\_1080\\_17449057\\_2018\\_1495358](https://ocul-uwo.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_crossref_primary_10_1080_17449057_2018_1495358)

#### Recommended Readings

- Krain, Matthew. "International intervention and the severity of genocides and politicides." *International Studies Quarterly* 49.3 (2005): 363-387.
- Kuperman, Alan J. "The Moral Hazard of Humanitarian Intervention: Lessons from the Balkans." *International Studies Quarterly*, (2008) 52: 49-80.
- McCulloch, Allison, and Joanne McEvoy. "The international mediation of power-sharing settlements." *Cooperation and Conflict* 53.4 (2018): 467-485.
- Burg, Steven L. and Shoup, Paul S. 2000. *The War in Bosnia-Herzegovina: Ethnic Conflict and International Dimension*, Armonk: M.E. Sharpe Inc.
- Esman, Milton J., and Shibley Telhami, eds. *International organizations and ethnic conflict*. Cornell University Press, 2019.

## Week 13 International Dynamics: Recognition

### Required Readings

1. Fazal, Tanisha M., and Ryan D. Griffiths. "Membership has its privileges: The changing benefits of statehood." *International Studies Review* 16.1 (2014): 79-106. [https://ocul-owo.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_miscellaneous\\_1541996569](https://ocul-owo.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_miscellaneous_1541996569)
2. Caspersen, Nina. "The pursuit of international recognition after Kosovo." *Global Governance* 21 (2015): 393. [https://ocul-owo.primo.exlibrisgroup.com/permalink/010CUL\\_UW0/t5412v/cdi\\_proquest\\_journals\\_1703589092](https://ocul-owo.primo.exlibrisgroup.com/permalink/010CUL_UW0/t5412v/cdi_proquest_journals_1703589092)

### Recommended Readings

- Griffiths, Ryan D. "Secession and the sovereignty game." *Ethnopolitics* (2022): 1-10.
- Durneika, Erik. "Mechanisms of ethnic internationalization: The Uyghurs, Tibetans, and Mongols." *Asian Ethnicity* 21.2 (2020): 186-210.
- Wolff, Stefan. "Learning the lessons of ethnic conflict management? Conditional recognition and international administration in the Western Balkans since the 1990s." *Nationalities papers* 36.3 (2008): 553-571.
- Coggins, Bridget. "Friends in High Places: International Politics and the Emergence of States from Secessionism." *International Organization* 65.03 (2011): 433-467.
- Richmond, Oliver P. "States of sovereignty, sovereign states, and ethnic claims for international status." *Review of International Studies* 28.2 (2002): 381-402.

## **Course, Department, & University Policies**

### **Accommodations**

"For work worth less than 10% of the total course grade, the instructor is empowered to grant academic considerations without referring the student to their academic counsellors. If an instructor chooses to do so, the mechanism for dealing with missed work (e.g., an extension, make-up opportunity, or reweighting) must be specified on the course outline to ensure fair treatment for all students." Late assignments will be penalized at a rate of two percent (2%) per day (including weekends). Assignments later than 10 days will not be accepted and will receive a grade of zero. If you require an extension because of an extenuating circumstance please contact me as soon as possible. If you are struggling with any medical or personal issues that are affecting your academic work, please reach out to the Academic Counseling Office as soon as possible. The Academic Dean's Office can provide academic accommodation for coursework worth more than 10% of the final grade. For coursework worth less than 10%, accommodations will be handled on a case by case basis. To be considered for an extension, you will need to provide proof of the illness, injury or other extenuating circumstances that are preventing you from completing the work. Medical documentation may be required.

### **"Life Happens" Clause**

Students have the opportunity to use the "Life Happens" clause to receive a 3-day extension for one assignment. To utilize this clause, students must email their instructor with the subject line "Life Happens" and note the assignment and the revised deadline. No explanation is needed. After three days past the original deadline, a 2% penalty will be applied each day. This clause is a one-time use only and cannot be applied retroactively.

### **Due Dates**

Due Dates: I will do my best to ensure that due dates for assignments and quizzes do not interfere with any religious observances. If there is a conflict between a due date and an important event in your life, please let me know within the first two weeks of classes so that we can work together to make the necessary arrangements.

### **Attendance, and Etiquette**

Attending seminar and actively participating in class discussions is essential for success. Also, please remember to conduct yourselves with respect and responsibility when discussing sensitive or controversial topics, as personal attacks are not allowed.

### **Electronic Devices**

The use of laptops and other electronic gadgets for class participation is allowed. All other devices must be off prior to entering the classroom, in accordance with the University's regulations.

## **Academic Honesty**

Maintaining academic integrity is paramount to successful learning and scholarship. Academic dishonesty can have serious consequences and may result in expulsion from the University. If you are unsure of what constitutes academic dishonesty or acceptable forms of citation and referencing, please consult with me or any of the resources available at the University.

## **Mental Health & Wellness**

Finding balance in your undergraduate experience can be both rewarding and challenging. Western offers a variety of health and wellness services to help students, as well as local resources. Taking some time to slow down and practice self-care can be beneficial in helping to manage stress. If you are in need of extra support, Mental Health@Western and Thames Valley Family Services are available for assistance. Western also has an interactive mental health learning module and a wellness safety plan for those who don't want to reach out to formal services. Having the numbers of trusted individuals is another helpful strategy. If you need support and information about options and resources, please contact Western's Health and Wellness Support at <https://www.uwo.ca/health/psych/index.html> or call 519-661-3030.

## **APPENDIX TO UNDERGRADUATE COURSE OUTLINES DEPARTMENT OF POLITICAL SCIENCE**

### **Prerequisite checking - the student's responsibility**

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

### **Essay course requirements**

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

### **Use of Personal Response Systems ("Clickers")**

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

**Security and Confidentiality of Student Work** (refer to current *Western Academic Calendar* <http://www.westerncalendar.uwo.ca/>)

**"Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

### **Duplication of work**

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

### **Grade adjustments**

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

### **Academic Offences**

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)



### **Submission of Course Requirements**

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

**THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.**

### **Attendance Regulations for Examinations**

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

## **Absences from Final Examinations**

If you miss the Final Exam, please contact the Academic Counselling office of your Faculty of Registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a "Multiple Exam Situation" (e.g., more than 2 exams in 23-hour period, more than 3 exams in a 47-hour period).

**Note:** Missed work can *only* be excused through one of the mechanisms above. Being asked not to attend an in-person course requirement due to potential COVID-19 symptoms is **not** sufficient on its own. Students should check the Western website to see what directives for Covid are to be followed. Western has been and will continue to follow directives established by the Middlesex-London Health Unit. That directive will state whether students should or should not come to campus/class and any other requirements (e.g., masks are mandatory). Please check on your own and do not email the instructor, the Department Undergraduate Advisor/Coordinator or the Faculty of Social Science Academic Counselling Office.

## **Accommodation and Accessibility**

### **Religious Accommodation**

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and/or the

Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at

<https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

## **Accommodation Policies**

Students with disabilities are encouraged to contact Accessible Education, which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found at:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic\\_Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic_Accommodation_disabilities.pdf).

## **Academic Policies**

The website for Registrarial Services is <http://www.registrar.uwo.ca>.

In accordance with policy,

[https://www.uwo.ca/univsec/pdf/policies\\_procedures/section1/mapp113.pdf](https://www.uwo.ca/univsec/pdf/policies_procedures/section1/mapp113.pdf),

the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at their official university address is attended to in a timely manner.

During exams/tests/quizzes, no electronic devices (e.g. a phone, laptop, iPad) are allowed and must be powered down and stored out of reach.

**Scholastic offences** are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked multiple-choice tests and exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

If a course uses remote proctoring, please be advised that you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including

some biometric data) and the session will be **recorded**. Completion of a course with remote proctoring will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at:

<https://remoteproctoring.uwo.ca>.

## Support Services

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](https://www.uwo.ca/academic_counselling/)

Students who are in emotional/mental distress should refer to Mental Health@Western (<https://uwo.ca/health/>) for a complete list of options about how to obtain help.

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. You may also wish to contact Accessible Education at

[http://academicsupport.uwo.ca/accessible\\_education/index.html](http://academicsupport.uwo.ca/accessible_education/index.html)

if you have any questions regarding accommodations.

Learning-skills counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

Western University is committed to a thriving campus as we deliver our courses in the mixed model of both virtual and face-to-face formats. We encourage you to check out the Digital Student Experience website to manage your academics and well-being: <https://www.uwo.ca/se/digital/>.

Additional student-run support services are offered by the USC, <https://westernusc.ca/services/>.

## Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

**Plagiarism Checking:** "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

**Multiple-choice tests/exams:** "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. [https://www.uwo.ca/univsec/academic\\_policies/index.html](https://www.uwo.ca/univsec/academic_policies/index.html)

### PLAGIARISM\*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

#### **A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.**

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

**B. In adopting other writers' ideas, you must acknowledge that they are theirs.**

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991