

Ethnicity, Nationalism, and Democracy

Instructor: Ole J. Forsberg, Ph.D.
Resident Assistant Professor: Creighton University

Course: PLS 405 (72844)
Location: Administration 337
Time: 13.30 – 14.20 MWF

Office: Rigge 324
Office Hours: 14.30 – 16.30 MWF

Email: OleForsberg@creighton.edu
Website: <http://oforsber.kvasaheim.com/courses/pls405/>

Catalog Description:

PLS 405 — Ethnicity, Nationalism, and Democracy (3 Credits):

Recent history has brought a “wave” of democratization, along with intensifying ethnic awareness, nationalism and (at times) conflict. What are the major interpretations of the courses and prospects for these phenomena? How do ethnicity and nationalism affect democracy, human rights and the international system? Can multi-nation states such as Russia survive as democracies? How? This course considers trends in major regions and uses several case studies: Russia, Israel/Palestine, Nigeria, South Africa, India, and others.

Course Objectives:

By the conclusion of this course, students will have gained practice writing effective research papers and presenting such research in an atmosphere similar to professional conferences. Papers created shall be usable as writing samples for post-baccalaureate admissions and/or journals for undergraduate political science research.

In addition to these goals, students will understand the differential effects of democracy (as opposed to autocracy) on ethnicities and ethnic conflict; increase their specific knowledge of ethnic conflict throughout the world; be able to explain the theoretical reasons for ethnic conflict initiation and solution.

Requirements:

This course has two exams, one paper, and one presentation.

Required Books:

Taras, Raymond C. and Rajat Ganguly. 2007. *Understanding Ethnic Conflict: The International Dimension*, update ed. New York: Pearson-Longman. (ISBN: 0-205-58600-7)

Additional Readings:

Other readings will be assigned as necessary and available by link on the class web site, in the electronic reserve section (ERes) of the library's website, or in the reserve section of the library. If you are unable to access any of the readings, please alert me as soon as possible.

Class Policies and Expectations

Taking Notes

Note taking is an essential part of any college course, especially any course that is introductory in nature. Not only does the act of taking notes reinforce the material in question (it is not merely read and heard, but physically reproduced), it creates a record essential to preparation for quizzes and exams. If you are forced by circumstance to miss class, you will be expected to catch up on all missed notes. Make friends in the class; they will be there for you if you miss a day.

Attendance

Attendance will be checked at the beginning of class. *Tardiness counts as absence*. Since participation is a component of your grade, it is very important that you show up for class on time and participate fully. Your participation indicates that you have read the assignment, applied it, and have grappled with some of the more obvious themes. I strongly urge you to come to class with deep questions on the readings.

Late Assignments

No late assignments will be accepted.

Preparation and Participation

This is an upper-level course. You are expected to have not only done the homework and all of the readings, but you are to have thought about the readings and *implications*. Many classes will revolve around a lecture, many around discussions brought up by you from the readings or from current events.

Conduct

All students are at all times expected to be attentive, to take part in class discussions, and above all else to be courteous and sensitive towards their fellow students. Impropriety will not be tolerated. Further, emotionally charged subject material may be dealt with in this course (ethical, religious, political, etc.); such material requires maturity and openness to views which may conflict with one's own.

Writing

All assignments need to follow the style sheet for this class. All writings reflect you and your ability (thus, plagiarism will be strongly punished). Make sure that *you* are satisfied with your finished product. Your grade depends upon how well you write.

Disabilities

If you need course adaptations or accommodations because of a documented disability, contact the Director of the Office of Disability Accommodations at (402) 280-2749. Also, as soon as is reasonable, inform me of their response.

Athletics

Notify me as soon as possible if there is a conflict between an athletic performance and a class requirement. If notice is not made in a timely manner, no adjustments will be made. As an athletic calendar already exists, such notice should be forthcoming within the first week of classes. In any case, last-minute notification will not be accepted. It is your responsibility. Club athletics do not count as excused absences.

Making-up the Exams

If you miss an exam, you must speak to me on the day of return to arrange for a time and place to take the make-up test. If you fail to do this, you will receive a zero for the exam. The make-up exam may be different than the original, not only in actual content, but also in terms of format.

If your absence is pre-planned, you need to make arrangements to take the test before you leave. This replacement examination may also be different from the one given to the rest of the class.

Cheating, Plagiarism, & Academic Dishonesty

Any instance of cheating, plagiarism, and/or academic dishonesty will *at least* result in an automatic failure of the course (if not expulsion from the university) and will be dealt with according to those rules outlined in the Creighton University Student Handbook (pages 25–26).
What is plagiarism?

Plagiarism is both theft and cheating. It is using the intellectual property (words and/or ideas) or product of someone else without giving proper credit. This includes (but is not limited to) not citing a quotation, not citing the underlying source of a paraphrase, and not placing quotation marks around a quotation. Such undocumented use of other's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is an extremely serious offense, subject to disciplinary action that will include failure in the course and/or dismissal from the University.

Evaluation

Your grade is calculated using the following point values (and weights):

Course Paper	200	40%
First Examination	100	20%
Second Examination	100	20%
Presentation of Paper	50	10%
Class Participation	50	10%

Grades

Grade reports will be emailed to your official school email account at intervals throughout the semester. Your final letter grade will be based on the following percentage scale:

90 – 100%	A		
80 – 88%	B	88 – 90%	B+
70 – 78%	C	78 – 80%	C+
60 – 70%	D		

You are responsible for keeping track of your grades and ensuring that what I have emailed is correct.

Topic and Reading Calendar:

Introduction to the Course

August 22:

Read Tonight: Taras and Ganguly 2006: Preface.

Taras and Ganguly 2006: 1 – 6.

Smith, Zeric Kay. 2000. "The Impact of Political Liberalisation and Democratisation on Ethnic Conflict in Africa: An Empirical Test of Common Assumptions." *Journal of Modern African Studies*. 38(March): 21-39.

Introduction to Ethnic Conflict

August 24:

Read Tonight: Taras and Ganguly 2006: 6 – 20.

Riggs, Fred W. 2002. "Globalization, Ethnic Diversity, and Nationalism: The Challenge for Democracies." *Annals of the American Academy of Political and Social Science*. 581(May) 35-47.

Ethnic Conflict on the World Stage

August 27:

Read Tonight: Taras and Ganguly 2006: 21 – 34.

August 29:

Read Tonight: Taras and Ganguly 2006: 44 – 66.

International Norms Concerning Ethnic Conflict

August 31:

Read Tonight: McRoberts, Kenneth. 2001. "Canada and the Multinational State." *Canadian Journal of Political Science*. 34(December): 683-713.

September 5:

Read Tonight: None.

September 7:

Read Tonight: Taras and Ganguly 2006: 70 – 75.

Effects of Ethnic Conflict on International Security

- September 10:** **Research Question due**
Read Tonight: Taras and Ganguly 2006: 75 – 86.
- September 12:**
Read Tonight: None.
- September 14:**
Read Tonight: Taras and Ganguly 2006: 90 – 96.

International Intervention to End Ethnic Conflict

- September 17:**
Read Tonight: Taras and Ganguly 2006: 96 – 116.
- September 19:**
Read Tonight: Easterly, William. 2001. “Can Institutions Resolve Ethnic Conflict?” *Economic Development and Cultural Change*. 49(July): 687-706.
- September 21:**
Read Tonight: Taras and Ganguly 2006: 120 – 146.

Case Study I: Chechnya

- September 24:**
Read Tonight: Toft, Monica Duffy. 2003. *The Geography of Ethnic Violence: Identity, Interests, and the Indivisibility of Territory*. Princeton, NJ: Princeton University Press, 1-17.
- September 26:**
Read Tonight: Toft, Monica Duffy. 2003. *The Geography of Ethnic Violence: Identity, Interests, and the Indivisibility of Territory*. Princeton, NJ: Princeton University Press, 64-87.
- September 28:**
Read Tonight: Taras and Ganguly 2006: 150 – 173.

Case Study II: The Québécois in Canada (FLQ)

- October 1:**
Read Tonight: Jenkins, John R. G. 1986. *Jura Separatism in Switzerland*. New York: Oxford University Press, 90-107.

Case Study III: The Jura in Switzerland

- October 3:**
Read Tonight: Taras and Ganguly 2006: 176 – 200.

Case Study III: Tamils in Sri Lanka (LTTE)

October 5:

- Read Tonight: Yeğen, Mesut. 2007. "Turkish Nationalism and the Kurdish Question." *Ethnic and Racial Studies*. 30(January): 119-151.
- Smith/Kocamahhul, Joan. 2001. "In the Shadow of Kurdish: The Silence of Other Ethnolinguistic Minorities in Turkey." *Middle East Report*. 219(Summer): 45-47.

Case Study V: Kurds in Turkey (PKK)

October 8:

- Read Tonight: Taras and Ganguly 2006: 207 – 228.

Case Study VI: Ethiopia and Eritrea and the DRC

October 10:

- Read Tonight: Stevenson, Jonathan. 1993. "Hope Restored in Somalia?" *Foreign Policy*. 91(Summer): 138-154.

Case Study VII: Somalia and Nigeria

October 12: Literature Review due

- Read Tonight: Dreazen, Yochi J., Philip Shishkin, Greg Jaffe, and Neil King Jr. 2006. "Growing Concern: Terrorist Havens in 'Failed States'." *Wall Street Journal – Eastern Edition*. September 13: A1, A16.
- Logan, Justin, and Christopher Preble. 2006. "Are Failed States a Threat to America?" *Reason*. 38(July): 32-38.
- Kolstø, Pål. 2006. "The Sustainability and Future of Unrecognized Quasi-States." *Journal of Peace Research*. 43(November): 723-740.

Issue Study I: Failed States

October 22:

- Read Tonight: Taylor, Max, and Mohamed E. Elbushra. 2006. "Research Note: Hassan al-Turabi, Osama bin Laden, and Al Qaeda in Sudan." *Terrorism and Political Violence*. 18(Fall): 449-464.

Issue Study Ia: Effects of the Sudanese Failed State

October 24:

- Read Tonight: Taras and Ganguly 2006: 232 – 260.
- Optional: Kegley, Charles W., and Gregory A. Raymond. 2006. *After Iraq: The Imperiled American Imperium*. New York: Oxford University Press.

Issue Study IIa: Military Interventions

October 26:

- Read Tonight: Dowd, Bryan E. 1982. "The Logic of Moral Hazard: A Game Theoretic Illustration." *The Journal of Risk and Insurance*. 49(September): 443-447.
- Crawford, Timothy W., and Alan J. Kuperman. 2005. "Introduction: Debating the Hazards of Intervention." *Ethnopolitics*. 4(June): 143-148.
- Grigorian, Arman. 2005. "Third-Party Intervention and Escalation in Kosovo: Does Moral Hazard Explain It?" *Ethnopolitics*. 4(June): 195-214.
- Rauchhaus, Robert W. 2005. "Conflict Management and the Misapplication of Moral Hazard Theory." *Ethnopolitics*. 4(June):215-224.

Issue Study IIb: Moral Hazards and Military Interventions

October 29:

- Read Tonight: Taras and Ganguly 2006: 264 – 272.

Issue Study III: US Foreign Policy Implications

October 31: Case Study due

- Read Tonight: None.

Course Review and Examination

November 2: No Class

- Read Tonight: None.

November 5: No Class

- Read Tonight: None.

November 7: Course Review

- Read Tonight: None.

November 9: First Examination

- Read Tonight: Read the paper.

Research Paper Presentations

November 12: Final Paper Due and Presentations begin

End Matter

Changes and Supremacy

Should it become necessary to change the syllabus, an announcement in class will be made that the new syllabus is posted on the class website. In the event of a discrepancy between this printed syllabus and the website's syllabus, the website will take precedence.

Class Website

All classroom documents can be found at the classroom website. This website will also contain supplemental notes and documents. Anything posted to the website will be assumed read by every member of the class (<http://oforsber.kvasaheim.com/courses/pls405/>).