Course Description

The resurgence of nationalism in recent years seems to have come as a shock to many who believed that nationalism, and the nation-state, were spent forces in the era of globalization. Increasing economic interconnectedness, prosperity, and diversity promised the expansion of a cosmopolitan ethos and greater respect for human rights. Yet, the management of ethnic diversity has become a major political concern in an era of global economic, political and technological transformation. The process of globalization has facilitated widespread human movement, increasing diversity in most regions of the world. For some, this has resulted in a sense of a common humanity and reduced the salience of national identity; but it has also increased perceptions of insecurity. Counter-globalization pressures have taken the form of populism, anti-immigrant political parties, resurgent ethno-nationalism, traditionalism, and fundamentalism. Nationalist conflict remains a prevalent mode of deadly violence in today’s world.
This course explores the relationship between nationalism and violent conflict. The course will cover the historical origins of nationalism and the conditions under which it gives rise to organized political violence, with a specific focus on intra-state conflict. The seminar will also examine conflict management strategies and the role of the international community in resolving/perpetuating these conflicts.

The literature on nationalism is immense, and in a single seminar course it is impossible to adequately cover the breadth of this material. The themes and readings chosen for the course necessarily, and unfortunately, exclude a significant body of important work. In this course, I have adopted a range of readings that expose students to the breadth of the field, as well as opportunity to engage with some key texts focusing on organized violence.

**Readings:**

There is no assigned textbook for the course. Most readings are available through the UVic library, online journals. Readings not available through online journals will be made available in the Political Science reading room.

**Requirements and Evaluation:**

Course grades will be determined on the basis of the following assignments.

1) Short Papers (2) 30% (15% each)

*MA students enrolled in 533 must do 4 short papers (7.5% each)

2) Participation 15%

3) Paper Proposal 5%

4) Research Paper 40%

5) Presentation 10%

1) **Short Paper Summaries:** Over the course of the term, students are required to complete 2 short papers on the weekly readings, each worth 15% of your final grade (MA
students must do 4 short papers, worth 7.5% each). Students must write papers from two different sections (there are three sections in the course). MA students must write papers from all three sections. Each paper should be no more than 3 pages long (12 pt font, double spaced) and submitted electronically through coursespaces before the start of class each Friday. The papers must respond to one of the key questions for each week, and are to include focused and critical discussion of all three readings. No additional readings beyond the assigned readings is necessary; indeed, it is strongly discouraged, as the purpose of the assignment is to engage with and analyze the course readings.

2) Participation: As this is a seminar course, students are required to complete all required readings prior to class each week, and to participate consistently in the discussion of the readings. Participation grades will be based on attendance and quality of your participation and will count for 15% of the course mark. The goal of the participation grade is to encourage students to attend each seminar, contribute to class discussion, demonstrate understanding of the readings, and engage in constructive and collegial dialogue on the course readings. I would strongly encourage all students to come to class with a list of questions that emerged from their reading of the texts.

3) Paper Outline: On October 12th, students must submit a two-page paper proposal (electronically through coursespaces), which is worth 5% of your grade. The paper proposal should include your research question, your initial argument, a two-paragraph introduction, a one-page outline, and a short bibliography (8 academic sources). To create a strong proposal, you will need to complete a significant amount of your research prior to this point. The goal of the outline is to help students develop and demonstrate time management of written assignments, organizational skills to successfully complete their project, and to incorporate feedback from the instructor on their paper idea. Late paper outlines will be penalized 3% per day, to a maximum of 7 days. Paper outlines will not be accepted after October 19th.
4) Research Paper: Students are required to write a research paper on a topic of their choosing, in consultation with the instructor. The paper is worth 40% of your grade; it should be 5000 words and include a bibliography with no fewer than 10 academic sources (For MA students, the paper should be 6000 words, with no fewer than 15 academic sources). Each student must submit a formal research paper electronically by the end of the day of November 23rd. Late papers will be penalized 3% per day (weekends count as one day), and papers will not be accepted after November 30th without medical documentation.

In the research paper, students are expected to 1) present a clear and consistent argument, 2) demonstrate understanding of the relevant existing literature, 3) use an appropriate method to support your argument, and 4) organize and write your paper at a standard appropriate for a fourth-year undergraduate.

The goal of the research paper is to develop and demonstrate advanced skills in research, analysis, and written communication.

5) Presentation: All students will be expected to present their research findings in class. During the last two weeks of the semester, students will provide a brief oral presentation outlining their research findings. Students will be placed into panels of 5 papers by the instructor after submission of paper proposals. Presentations should be no more than 10 minutes and should be designed to succinctly convey their argument and to initiate focused and critical discussion of your research. The presentation is worth 10% of your final grade.

The goal of the presentation assignment is to develop and demonstrate effective organization, presentation, and oral communication skills.

Academic Integrity:

Please read UVic’s Policy on Academic Integrity, which is available at:
UVic’s Policy now covers “Unauthorised Use of an Editor”, so please read the policy carefully to ensure you know what counts as a violation of academic integrity. The library provides a helpful plagiarism guide http://www.uvic.ca/library/research/citation/plagiarism/index.php.

Important Dates:
Sept 21 – last day for adding courses
Oct 12 – paper proposal due
Oct 31 – last day for withdrawing from courses without penalty of failure
Nov 12-14 – reading break
Nov 23 – paper due
Dec 5 - last day of classes

CourseSpaces:
CourseSpaces is an online e-learning software platform that we will use for course announcements and paper submissions. You will be able to access information about the course (e.g. the course outline, information on assignments) on CourseSpaces. Log onto this site to access the course page: http://coursespaces.uvic.ca/

Grading Scale:
UVic employs a percentage grading scale that corresponds to a letter grade. The percentage grade, the corresponding letter grade and comparative grading information will be displayed on the student’s official and administrative transcripts. The 9-point scale will remain as the basis for grade point average calculations and assessment of academic standing.
The following is the official UVic grading system for undergraduate classes:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>9</td>
<td>90-100</td>
<td>Exceptional work</td>
</tr>
<tr>
<td>A</td>
<td>8</td>
<td>85-89</td>
<td>Outstanding work</td>
</tr>
<tr>
<td>A-</td>
<td>7</td>
<td>80-84</td>
<td>Excellent work</td>
</tr>
<tr>
<td>B+</td>
<td>6</td>
<td>77-79</td>
<td>Very good work</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>73-76</td>
<td>Good work</td>
</tr>
<tr>
<td>B-</td>
<td>4</td>
<td>70-72</td>
<td>Solid performance</td>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>65-69</td>
<td>Satisfactory performance</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>60-64</td>
<td>Minimally satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>50-59</td>
<td>Marginal performance</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0-49</td>
<td>Failing grade. Unsatisfactory performance.</td>
</tr>
<tr>
<td>N</td>
<td>0</td>
<td>0-49</td>
<td>Did not write examination or complete course requirements by the end of term session; no supplemental.</td>
</tr>
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</table>

Office hours and contacting Instructor:

My office hours are Mondays 10 am to 11 am, and I encourage you to come see me to discuss course material, assignments and questions about the class. If you are not available during my office hours, please e-mail me to set up another time to meet.

I also respond to e-mail communication with students, though with several caveats. I generally respond to e-mail messages within 24 hours during the work week, but do not regularly check or respond to e-mails over the weekend. While e-mail is a suitable means of communication for certain issues, there are issues I do not discuss via e-mail. The following issues will only be discussed in person:
• Lengthy questions about course material or assignments.
• Concern about a grade – you can send an e-mail to set up an appointment to meet with me in person.

Before sending me an e-mail with a question, please ask yourself: (1) Have I reviewed the course syllabus and the CourseSpaces site for the answer to my question? (2) Is the question better asked during class (there might be other students who have the same question)? (3) Is the question better asked in person, in office hours?

**Student Protocol:**
The University is committed to providing an environment that fosters critical thinking and the fair treatment of all members of the University community. The basis for interaction among all members of the University is mutual respect, co-operation and understanding.

There will be students in the class with different levels of knowledge, and different views, backgrounds and experiences, so please be respectful and come prepared to learn from each other. In the spirit of collegiality, please come to class on time and do not disrupt the class with late arrivals.

There is now sufficient academic research into the negative impact of bringing technology (smartphones, tablets, laptops) into the classroom. If you feel this growing body of evidence does not apply to you and you need a laptop in class, please limit it to appropriate usage, i.e. taking notes. It is inappropriate to use social media, play games, or surf the internet during class. Extracurricular computing is a disturbance to the people sitting around you and to the Professor. You may be asked to leave the seminar and will risk losing class participation marks for inappropriate use of your laptop, tablet, or cell phone during class and/or tutorial.

It is the students’ responsibility to add, drop, or withdraw from the course adhering to the University deadlines. If arrangements need to be made regarding an accommodation, see Dr. Watson as soon as possible.
Resources to Assist You:

The Centre for Academic Communication (CAC). The CAC is used by undergraduate students, graduate students and professors interested in improving their writing. I encourage you to visit the CAC for assistance with writing issues/questions/challenges on current or past assignments. Assistance can make a huge difference in your confidence and writing skills, and can ultimately improve your grades. Visit their website at: http://ltc.uvic.ca/servicesprograms/twc/students.php

Time Management. At one time or another, most of us have problems managing our time. Learning how to manage your time and workload is an important skill. Counseling services offer excellent courses on time management and provide one-on-one assistance. Visit them or their website at: http://coun.uvic.ca/learning

Personal Challenges. You may also want to contact a counselor if delays in your coursework completion are due to personal challenges you face over the semester: http://coun.uvic.ca.

Learning Disabilities. I strongly urge you to contact the Centre for Accessible Learning if you have a learning disability or any health issue that might interfere with you achieving your learning goals. It is important that the learning environment for this course is equitable and inclusive. Please talk to me early in the term about academic accommodations you might require, and visit the CAL. https://www.uvic.ca/services/cal/

COURSE EXPERIENCE SURVEY (CES)
I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will
remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Schedule of Readings and Topics

Section I: Understanding the Nation and Nationalism

Week 1: Introduction: (Sept 7)

Week 2: Nations and Nationalism (Sept 14)

Required Reading:
https://www.taylorfrancis.com/books/e/9781134800988/chapters/10.4324%2F9780203432853-3
https://www.taylorfrancis.com/books/e/9781134800988

Key questions:
1) What are the defining features of the nation?
2) Why do nationalist movements emerge in different places or at different times?
3) What are the necessary conditions for nationalism to emerge?

Week 3: State and Nation (Sept 21)
Required Reading:
   *International Studies Quarterly* 13:2, 140-158
2. Michael Billig (1995) Chapters 1 and 2 in *Banal Nationalism* (Sage Publishing, LA);
   available through UVic online catalogue

Key Questions:
1. Are there various types of nationalism, and how do they differ?
2. What is the relationship between the nation and state?
3. Which forms of nationalism are likely to persist in an era of globalization?

**Week 4: Empire and Nationalism (Sept 28)**

Required Reading:
1. Uriel Abulof (2015) “The people want(s) to bring down the regime: (positive)
   nationalism as the Arab Spring’s revolution” Nations and Nationalism 21:4; 658-680
   Problematic of Representation in Current Theories of Colonial Discourse” *Research in

Key Questions:
1. How did practices of colonialism contribute to the spread of nationalism?
2. Why did (many) anti-colonial struggles adopt the ideology of nationalism?
3. What has been the long-term impact of nationalism in post-colonial states?

**Section II: Nationalism and Violence**
**Week 5: Thinking Through Causation (Oct 5)**

**Required Reading:**

**Key Questions:**
1. Is there a causal relationship between nationalism and war?
2. Is it possible to have a pacific nationalism?
3. Do certain types of nationalism ‘cause’ gendered forms of violence?

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**Week 6: Nationalist Violence – Interest and Resources (Oct 12)**

**Required Reading:**

**Key Questions:**
1. To what extent is nationalist violence rational? Alternatively, is nationalist violence actually nationalist?
2. What are the policy implications of adopting an interest or resource based explanation of nationalist violence?
3. To what extent do factors beyond national/ethnic identity influence the outbreak of violent conflict?

** Paper Outline and Bibliography Due October 12 **

**Week 7: Nationalist Violence – Identity and Social Psychology (Oct. 19)**

**Required Reading:**


**Key Questions:**

1. How does a symbolist approach differ from a rationalist approach?
2. Are ‘rationality’ and social construction of identity necessarily oppositional?
3. Does the fact that identities are socially constructed matter to understanding why ethno-nationalist violence occurs?

**Week 8: Nationalist Violence – The Role of Religion (Oct. 26)**

**Required Reading:** 58 pp


**Key Questions:**
1. What is the relationship between religion and nationalism?
2. Is religious nationalism distinct from ethno-nationalism, and if so, what are the implications?
3. What is the nature of the relationship between religion and violent conflict?

**Week 9: Nationalist Violence – Gender (Nov. 2)**

**Required Reading:**

**Key Questions:**
1. How is the concept of the nation a gendered concept? Does nationalism require the subjugation of women?
2. Is gender equality a fundamental challenge to nationalism?
3. Once nationalist violence breaks out, how is nationalist violence gendered?

**Section III: Resolving and Rebuilding after Violent Conflict**

**Week 10: Resolving Conflict (Nov 9)**

**Required Reading:**
3. Ian Lustick (1979) “Stability in Deeply Divided Societies: Consociationalism versus Control” *World Politics* 31 pp. 325-344
Key Questions:
1. Can institutional design of governance structures reduce the likelihood of renewed violent conflict?
2. Which forms are most likely to be effective?
3. Does ethnic diversity require political recognition and representation of ethnic identity?

**Week 11: Post-Conflict Peacebuilding (Nov 16)**

Required Reading:

Key Questions:
1. To what extent does peacebuilding require reforms to gendered aspects of national identity?
2. How much emphasis should be placed on economic factors, in relation to security?
3. Is it possible and worthwhile to rebuild post-conflict societies within current existing borders?

** Paper Due November 23 **

**Week 12: Presentations (Nov 23)**

**Week 13: Presentations (Nov 30)**