

Poli 431: Nations and states

Professor Elissa Berwick

Winter 2022

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Overview and Goals

From Brexiteers in the United Kingdom and independence activists in Catalonia to members of the Hindu right-wing in India, nationalism seems to be everywhere today. We live in a world of nation-states whose boundaries are legitimized by the shared identities of their populations. But what is nationalism, and how does it relate to the nations whose borders structure both the affairs of states and the details of our everyday lives? In essence, nationalism is a project of creating congruence among a territory, its rulers, and the ruled. Yet scholars disagree over where national projects come from, and what their implications for societies are. For some, nationalism is a quintessentially modern and malleable phenomenon; for others, it is a primordial and inescapable impulse.

The content of this course is divided into four parts. The first part will focus on defining the concepts of “state” and “nation” and on understanding the building blocks of national identity and the many varieties of nationalism. The second part will offer an introduction to the most prominent explanations for the emergence and persistence of nationalism, and discuss how nationalism relates to language, literacy, economic development, the rise of the state, war, and resistance to direct rule and imperialism (or as in Ernest Gellner’s unforgettable turn of phrase, why “some nations have navels, some achieve navels, [and] some have navels thrust upon them.”) The third section of the course will consider some of the consequences of nationalism for diverse societies, including the development of solidarity and trust, the decision to include or exclude outsiders, and the relationship between nationalism and violence. Finally, the course will conclude by examining difference approaches to managing nationalism, including federalism, power-sharing arrangements, and partition.

Through this course, students will gain an appreciation of how nationalism came to be and how it continues to shape our world. Students will develop familiarity with the most important theorists of nationalism and their critics, both classic and contemporary. This course examines the origins of nations and nationalism mostly but not entirely in Europe, paying increasing attention to the rest of the world as the course progresses. Students will be presented with different theoretical lenses for studying nationalist movements each week and be expected to summarize arguments while critically evaluating background assumptions. Especially in the latter half of the course,

readings will draw from cutting-edge research, exposing students to current trends in empirical social science.

Requirements

In-class midterm exam OR reading response paper (30%)

For this component of the course, students can pick whether to take an in-class midterm exam or write a reading response paper.

In-class midterm

The in-class midterm will be held on **Wednesday, February 23**. During the midterm, students will be expected to identify the meaning and significance of six terms, picked from a set of twelve. The identification terms will be taken from both lectures and REQUIRED readings covering the first half of the course (“Definitions” and “Origins”) through the end of Week 7. Students will be expected to write 1-2 paragraphs about each term, demonstrating **both** that they have a grasp of basic factual information about the term being discussed **and** (more importantly) the significance of the term. That is, tell me not just what the term refers to, but why it matters. The best answers will situate the term within debates regarding the foundations and origins of nationalism.

Response paper

Response papers will be essays of 1500-2000 words that respond to the readings assigned for **one** of the five sets of theories we study regarding the origins of nationalism (communication, economic development, ethnicity, the state, and resistance). The essays should compare and contrast how the assigned authors engage with the theme. Recommended readings may be discussed in place of required readings, but students must reference **at least** two different authors. Students will be expected to critically engage with the readings, rather than simply summarizing them, and the best essays will go beyond what is said in lecture to advance an original argument about how the readings fit together. Response papers will be due on **Wednesday, February 23**, at the same time the midterm exam finishes (10 am).

Review session

The class before the midterm exam (**February 21**) we hold a review session for the midterm. During the review session, students will work in small groups to propose terms for identification and brainstorm how to address them successfully. We will then all go over some of the terms and answers together. Students writing a response paper may also find this session useful.

Group presentation OR research paper (30%)

For this component of the course, students can pick whether to be part of a group presentation or write an essay. In either case, students will conduct independent research on a nationalist and/or separatist movement of their choice, whether historical (for example: German, Greek, Irish, Indian, Hungarian, Zionist) or more contemporary (for example: Algerian, Bangladeshi, Basque, Catalan, Kurdish, Quebecois, Scottish, Vietnamese).

Both presentations and papers are expected to describe the most prominent features of the movement in question and discuss how well the theories covered in the course explain its origins or

features. Is the movement particularly challenging for one theorist? Does it support one theorist over another? Is the movement very similar to others we've discussed, or is it quite different?

Group presentation option

Presentations will take place during the second half of the semester (beginning on **March 07**), when 40 minutes of each class session will be turned over to groups of up to 8 students who will be responsible for teaching their fellow classmates about the movement they have picked.

The group presentations may take any form students wish, whether that is a traditional lecture with slides, a pre-recorded video, a podcast, an organized debate or an interactive exercise. Students are encouraged to be creative with the presentation format, and may also mix and match different elements. The presentation should be about 30 minutes in length, to be followed by 10 minutes of questions from other students.

A list of movements students can sign up to present on will be distributed on **January 12**. All group members will be required to sign a statement confirming their equal contribution to the group effort.

Research paper option

Students who do not wish to do a group presentation can alternatively write a research paper of 3000-4000 words, which will be due on the last day of classes, **April 11**. Papers can be based on any nationalist or separatist movement that students wish to write on, but it is recommended that they consult with the instructor before deciding on a topic.

All students not signed up for either the paper option or a group presentation at the end of the Add/Drop period (**January 19**) will be randomly assigned to a presentation group.

Take-home exam (40%)

Between **April 15 and April 22**, students will complete a take home final exam consisting of two short essays, each of 1000 words maximum. Topics will be picked from a list of five options, distributed on April 15. Completed exams must then be submitted by midnight on April 22. Note: it is NOT expected that students will use the entire week.

On the final day of classes (**April 11**) we hold a review session for the take-home final exam. During the review session, students will work in small groups to propose questions and brainstorm how to address them successfully. We will then all go over some of the questions and answers together.

Students will be graded based on their final submission to MyCourses before the deadline. Students are responsible for ensuring that their submission is readable online and not corrupted.

Attendance (Bonus)

All class sessions will incorporate both lecturing and discussion periods, so students are encouraged to attend in-person when possible. Non-attendance will not be penalized, but students can sign in to receive extra credit for higher attendance levels. Students who attend most class sessions will have borderline grades rounded up at the end of the term.

Video recordings will be made available on MyCourses for students who are unable to attend class due to illness or other personal emergency.

Materials

There will be 100-150 pages of required reading per week. Additional recommended readings have been listed for some lectures. The content of recommended readings will not appear on exams unless brought up separately in lecture, but I suggest that students consult relevant recommended readings for their presentations.

Required textbooks

Two books are available for purchase from the McGill Bookstore, though both can also be accessed as e-books via the McGill Library:

Anderson, Benedict (1983). *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. New York: Verso.

Wimmer, Andreas (2018). *Nation Building: Why some countries come together while others fall apart*. Princeton University Press.

Other readings

All other course readings will be posted as PDFs on MyCourses. The exact reading assignments are subject to change, so please pay attention to what is posted on the course site. The correct reading will always be what is posted there.

Policies

Email

While I will try to respond to all emails within 24 hours, I do **not** answer emails after 6pm or on weekends. If you email me over the weekend, you will receive a reply Monday morning.

Office hours

You can reserve a twenty minute time slot to meet on Zoom during scheduled office hours (Wednesdays after class, 10 - 12), or if that time does not work for you, you are always welcome to email to arrange an alternative time.

Extraordinary Circumstances Statement

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Re-Grading

Students who wish to contest a grade for an assignment or exam must do so in writing (by email, sent to me) providing the reasoning behind their challenge to the grade received within two weeks of the day on which the assignments are returned. I will re-evaluate the assignment, but also reserve the right to **raise or lower the grade**. Please also see (http://www.mcgill.ca/politicalscience/files/politicalscience/assessment_and_re-read_policy_final.pdf).

Recordings

Class sessions will be recorded on Zoom and uploaded to MyCourses for the benefit of students unable to attend class due to illness, required quarantine, or religious obligation. By staying in class and participating in in-class activities, you consent to being recorded. Recordings will be deleted at the end of term.

Makeup work

If you are unable to complete an assignment for documented emergency medical or family reasons, an alternative can be arranged. The alternative arrangement is **only** open to those who can provide a valid medical/family reason in a timely fashion. If you cannot provide a valid reason for failing to complete coursework, you will receive zero points.

Copyright of Lectures

All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

I remind everyone of their responsibility in ensuring that this video and associated material are not reproduced or placed in the public domain. This means that each of you can use it for your educational (and research) purposes, but you cannot allow others to use it, by putting it up on the Internet or by giving it or selling it to others who may also copy it and make it available. Please refer to McGill's Guidelines for Instructors and Students on Remote Teaching and Learning for further information.

McGill Policy on Academic Integrity

"McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures" (see www.mcgill.ca/students/srr/honest/ for more information).

Language of Submission

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Disabilities Policy

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

End of Course Evaluations

End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

Class Schedule

Part I: Definitions

Week 01, 01/05 Introduction

Week 02, 01/10 Nations, states and nationalism

Required

- Anderson, Benedict (1983). *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. New York: Verso. **Chapters 1 - 2 (p. 1 - 36)**

Recommended

- Gellner, Ernest (1983). *Nations and Nationalism*. Ithaca NY: Cornell University Press. **Chapter 1 (p. 1 - 7)**
- Hechter, Michael (2000). *Containing Nationalism*. Oxford: Oxford University Press. **Chapter 5 (p. 70 - 93)**
- Weber, Max. *Politics as a Vocation*, **sections 1 - 24 (p. 1 - 5)**

Part II: Origins of nationalism

Communication

Week 02, 01/12 Print capitalism and literary vernaculars

Required

- Anderson, Benedict (1983). *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. New York: Verso. **Chapters 3 - 5 (p. 37 - 82)**

Recommended

- Hastings, Adrien (1997). *The Construction of Nationhood* Cambridge: Cambridge University Press. **Chapters 1-2, p. 1 - 65**

Week 03, 01/17 Language and literacy

Required

- Wimmer, Andreas (2018). *Nation Building: Why some countries come together while others fall apart*. Princeton University Press. **Chapter 4 (p. 113 - 170)**

Recommended

- Darden, Keith and Anna Grzymala-Busse (2006). "The Great Divide: Literacy, Nationalism, and the Communist Collapse." *World Politics*, 59: 1, **p. 83 - 115**.
- Weber, Eugen (1976). *Peasants into Frenchmen: The Modernization of Rural France, 1870-1914*. Stanford, CA: Stanford University Press. **Chapter 6 (p. 67 - 94)**

Economic development

Week 03, 01/19 Industrialization and urbanization

Required

- Gellner, Ernest (1983). *Nations and Nationalism*. Ithaca NY: Cornell University Press. **Chapter 2 - 4 (p. 8 - 51)**

Recommended

- Deutsch, Karl W. (1961). "Social Mobilization and Political Development," *American Political Science Review*, Vol. 55, No. 3: **493 - 514**.
- Robinson, Amanda Lea (2014). "National Versus Ethnic Identification in Africa: Modernization, Colonial Legacy, and the Origins of territorial Nationalism" *World Politics*. Vol 66, no. 4: **709- 746**.

Week 04, 01/24 Uneven development and group formation

- Hechter, Michael, and Margaret Levi (1979). "The Comparative Analysis of Ethnoregional Movements." *Ethnic & Racial Studies* 2, no. 3 (July 1979): **260 - 274**
- Wimmer, Andreas (2018). *Nation Building: Why some countries come together while others fall apart*. Princeton University Press. **Chapter 2 (p. 45 - 68)**

Ethnicity

Week 04, 01/26 Primordialism

Required

- Gat, Azar (2013). *Nations: the Long History and Deep Roots of Political Ethnicity and Nationalism*. Cambridge: Cambridge University Press. **Chapters 1 - 2, p. 1 - 43**

Recommended

- Connor, Walker. (1978). "A Nation is a nation, is an ethnic group, is a..." *Ethnic and racial studies* 1, no. 4: **377 - 400**
- Geertz, Clifford (1963). "Primordial Ties". In *Ethnicity* Ed. John Hutchinson and Anthony D. Smith. Oxford: Oxford University Press: **p. 40 - 44**
- Posner, Daniel (2004). "The Political Salience of Cultural Difference: Why Chewas and Tumbukas Are Allies in Zambia and Adversaries in Malawi." *American Political Science Review* 98(4): **529 - 545**.

Week 05, 01/31 Ethnic and civic nationalism

Required

- Brubaker, Rogers (1992). *Citizenship and Nationhood in France and Germany*. Cambridge: Harvard University Press, **Introduction (p. 1 - 17)**

Recommended

- Brubaker, Rogers (1999). "The Manichean Myth: Rethinking the Distinction Between Civic and Ethnic Nationalism". In *Nation and national identity*. Zurich: Verlag R uegger **p.55 - 72**

- Greenfeld, Liah (1992). *Nationalism: Five Roads to Modernity*. Cambridge: Harvard University Press, **p 1 - 26 (Introduction)**
- Kohn, Hans (1945). "Western and Eastern Nationalisms". In *Nationalism*, ed. John Hutchinson and Anthony D. Smith. Oxford: Oxford University Press, **p 162 - 165**
- Smith, Anthony (1991). *National Identity*. Reno, NV: University of Nevada Press. **Chapters 1, 4 (p. 1 - 18, 71 - 98)**

The State

Week 05, 02/02 *Official nationalism and education*

Required

- Anderson, Benedict (1983). *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. New York: Verso. **Chapter 6 (p. 83 - 112)**
- Weber, Eugen (1976). *Peasants into Frenchmen: The Modernization of Rural France, 1870-1914*. Stanford, CA: Stanford University Press. **Chapter 18 (p. 303 - 338)**

Recommended

- Balcells, Laia (2013). "Mass Schooling and Catalan Nationalism." *Nationalism and Ethnic Politics* 19: 4, **p. 467 - 486**.
- Hobsbawm, Eric (1990). *Nations and Nationalism since 1780*. Cambridge: Cambridge University Press, **Chapters 2 - 3 (p. 46 - 100)**

Week 06, 02/07 *War*

Required

- Posen, Barry (1993). "Nationalism, the Mass Army and Military Power," *International Security* 18, 2: **80 - 124**.
- Tilly, Charles (1994) "States and nationalism in Europe, 1492-1992." *Theory and Society* 23: **131 - 146**.

Recommended

- Darden, Keith and Harris Mylonas (2016). "Threats to Territorial Integrity, National Mass Schooling, and Linguistic Commonality." *Comparative Political Studies* 49: 11, **p. 1446 - 1479**
- Weber, Eugen (1976). *Peasants into Frenchmen: The Modernization of Rural France, 1870-1914*. Stanford, CA: Stanford University Press. **Chapter 17 (p. 292 - 302)**

Week 06, 02/09 *Public goods and state institutions*

Required

- Wimmer, Andreas (2018). *Nation Building: Why some countries come together while others fall apart*. Princeton University Press. **Chapter 3 (p. 69 - 112)**

Recommended

- Béland, Daniel and Lecours, André (2008). *Nationalism and Social Policy: The Politics of Territorial Solidarity*. Oxford: Oxford University Press, 2008. **Chapter 1**
- Laitin, David, Carlota Solé, Stathis Kalyvas (1994). "Language and the Construction of States: The Case of Catalonia in Spain". *Politics and Society*. Vol 22, No 1: **5-29**
- McEwen, Nicola (2002). "State Welfare Nationalism: The Territorial Impact of Welfare State Development in Scotland." *Regional and Federal Studies*, Vol 12. No 1: **66 - 90**.

Resistance

Week 07, 02/14 *Direct rule and inequality*

Required

- Hechter, Michael et al. (2008). "Nationalism and Direct Rule." In Gerard Delanty and Krishan Kumar eds., *Handbook of Nations and Nationalism*. London: Sage p. **84 - 93**
- Lawrence, Adria (2013). *Imperial Rule and the Politics of Nationalism*. Cambridge: Cambridge University Press. **Introduction excerpts, (p. 1 - 24, 30 - 45)**

Recommended

- Breuilly, John (2012). "Approaches to Nationalism". In *Mapping the Nation*, ed. Gopal Balakrishnan. New York: Verso. p. **146 - 174**
- Hechter, Michael (2000). *Containing Nationalism*. Oxford: Oxford University Press.

Week 07, 02/16 *Anti-colonialism*

Required

- Anderson, Benedict (1983). *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. New York: Verso. **Chapters 7, 10 (p. 113 - 140, 163 - 186)**
- Chatterjee, Partha (1996). "Whose Imagined Community?" In *Mapping the Nation*, ed. Gopal Balakrishnan. New York: Verso p. **214 - 225**

Recommended

- Sidel, John (2021). *Republicanism, Communism, Islam: Cosmopolitan Origins of Revolution in Southeast Asia* Ithaca: Cornell University Press. **Introduction, p. 1 - 18**.

Week 08, 02/21 *Midterm Review Session*

Week 08, 02/23 *Midterm Exam*

Winter reading break: 2/28 - 3/4

Part III: Consequences of nationalism

Benefits of belonging

Week 09, 03/07 *Solidarity and the welfare state*

Required

- Johnson, Richard, Keith Banting, Will Kymlicka, Stuart Soroka (2010). "National Identity and Support for the Welfare State". *Canadian Journal of Political Science*. Vol 43(2): **349 - 377**.
- Transue, J. E (2007). "Identity salience, identity acceptance, and racial policy attitudes: American national identity as a unifying force." *American Journal of Political Science*. Vol 51: **p. 78 - 91**

Recommended

- Brown, Rupert (2020). "The Origins of the Minimal Group Paradigm". *The History of Psychology* Vol. 23, No. 4, **371– 382**
- Charnysh, Volha, Christopher Lucas and Perna Singh (2014). "The Ties that Bind: National Identity Salience and Pro-Social Behavior Toward the Ethnic Other". *Comparative Political Studies* **p. 1 - 34**
- Wong, Cara J (2010). *Boundaries of Obligation in American Politics: Geographic, national and racial communities*. New York: Cambridge University Press, **Chapter 1**

Week 09, 03/09 *Trust and cooperation*

Required

- Miguel, Edward (2004). "Tribe or Nation? Nation Building and Public Goods in Kenya versus Tanzania." *World Politics*. Vol. 56: 3: **p. 327 - 362**
- Robinson, Amanda (2016). "Nationalism and Ethnic-Based Trust: Evidence from an African Border Region." *Comparative Political Studies*. Vol 49: 14, **p. 1819 – 1854**.

Recommended

- Habyarimana, James, Macartan Humphreys, Daniel N. Posner and Jeremy M. Weinstein (2007). "Why Does Ethnic Diversity Undermine Public Goods Provision?" *The American Political Science Review*, Nov., 2007, Vol. 101, No. 4 (Nov., 2007), **p. 709 - 725**

Who belongs?

Week 10, 03/14 *Individual identification*

Required

- Theiss-Morse, Elizabeth (2009). *Who counts as an American? The boundaries of national identity*. Cambridge University Press. **Chapter 3 (p. 63 - 94)**.

Recommended

- Laitin, David (2007). *Nations, States, and Violence*. Oxford: Oxford University Press. **Chapter 2 (p. 29 - 60)**
- Sambanis, Nicholas and Moses Shayo (2013). "Social Identification and Ethnic Conflict." *American Political Science Review*. Vol. 107, No. 2: **294 - 325**.

Week 10, 03/16 State definitions

Required

- Marx, Anthony (1996). "Race-Making and the Nation-State". *World Politics*. Vol 48: **180 - 208**

Recommended

- Brubaker, Rogers (1992). *Citizenship and Nationhood in France and Germany*. Cambridge: Harvard University Press, **Chapters 1 - 3 (p. 21 - 74)**
- Lieberman, Evan (2001). "National Political Community and the Politics of Income Taxation in Brazil and South Africa in the 20th Century." *Politics and Society*. 29: 4, **p. 515 – 555**

Violence

Week 11, 03/21 Ethnic cleansing

Required

- Mylonas, Harris (2013). *The politics of nation-building: making of co-nationals, refugees, and minorities*. Cambridge University Press, **Introduction and Chapter 2, p. 1 - 52**

Recommended

- Brubaker, Rogers and David Laitin (1998). "Ethnic and Nationalist Violence." *Annual Review of Sociology* 4: **423 - 452**
- Horowitz, Donald (1994). "The Dimensions of Ethnic Conflict." In *Ethnic Groups in Conflict* **p. 3 - 54**
- Mann, Michael (1999). "The Dark Side of Democracy: The Modern Tradition of Ethnic and Political Cleansing." *New Left Review* 235: **p. 18 - 45**.
- Varshney, Ashutosh (2002). *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. New Haven: Yale University Press, **p. 3-22, 87-148**

Week 11, 03/23 Secession and civil war

Required

- Horowitz, Donald (1994). "The Logic of Secessions and Irredentas." In *Ethnic Groups in Conflict* **p. 229 - 288**

Recommended

- Fearon, James and David Laitin (2003). "Ethnicity, Insurgency, and Civil War," *American Political Science Review* 97(1): 75-90.
- Sorens, Jason (2005). "The Cross-Sectional Determinants of Secessionism in Advanced Democracies". *Comparative Political Studies*. Vol. 38:3: **p. 304 - 326**
- Wimmer, Andreas, Lars-Erik Cederman and Brian Min (2009). "Ethnic politics and armed conflict. A configurational analysis of a new global dataset", *American Sociological Review* 74(2): **316 - 337**.

Part IV: Managing nationalism

Week 12, 03/28: *Integration and multiculturalism*

Required

- Laitin, David (2007). *Nations, States, and Violence* Oxford: Oxford University Press. **Chapter 5 (p 107 - 138)**

Recommended

- Adida, Claire L., David D. Laitin, and Marie-Anne Valfort (2010). "Identifying barriers to Muslim integration in France." *Proceedings of the National Academy of Sciences*. Vol. 107, no. 52: **22384-22390**.
- Goodman, Sara Wallace and Matthew Wright (2015). "Does Mandatory Integration Matter? Effects of Civic Requirements on Immigrant Socio-economic and Political Outcomes." *Journal of Ethnic and Migration Studies*, 41:12, **1885-19**
- Hainmueller, Jens and Dominik Hangartner (2013). "Does Direct Democracy Hurt Immigrant Minorities? Evidence from Naturalization Decisions in Switzerland" *American Political Science Review*. Vol 107, No. 1: **159 - 187**
- Kymlicka, Will (2012). *Multiculturalism: Success, Failure, and the Future*. Washington, DC: Migration Policy Institute. **p. 2 - 25**
- Wright, Matthew, and Irene Bloemraad (2012). "Is there a trade-off between multiculturalism and socio-political integration? Policy regimes and immigrant incorporation in comparative perspective." *Perspectives on Politics* 10, no. 1: **77-95**.

Week 12, 03/30 *Federalism*

Required

- Kymlicka, Will (2001). "Minority Nationalism and Multination Federalism" in *Politics in the Vernacular*. Oxford: Oxford University Press. **Chapter 5, p. 275 - 290**

OR

- Stepan, Alfred (2005). "Federalism and Democracy: Beyond the US model." In *Theories of federalism: A reader* Palgrave Macmillan, New York: **p. 255 - 268**

Recommended

- Bunce, Valerie (1999). "Peaceful Versus Violent State Dismemberment: A Comparison of the Soviet Union, Yugoslavia and Czechoslovakia." *Politics and Society*, 27 (June): **217 - 237**
- Roeder, Philip G (1991). "Soviet Federalism and Ethnic Mobilization," *World Politics* 43: 196-232

Week 13, 04/04 *Power-sharing*

Required

- Lijphart, Arend. (1969). "Consociational democracy". *World Politics*, 21(2), **207–225**.

OR

- Roeder, Philip (2012), "Power Dividing: The Multiple Majorities Approach." In *Conflict Management in Divided Societies: Theories and Practice*, eds. Stefan Wolff and Christalla Yakinthou. Routledge: p. 66 - 81.

Recommended

- Horowitz, Donald L. (2002). "Explaining the Northern Ireland Agreement: the sources of an unlikely constitutional consensus." *British Journal of Political Science*. Vol. 32, no. 2: 193-220
- Lijphart, Arend (1996). "The Puzzle of Indian Democracy: A Consociational Interpretation," *American Political Science Review*. Vol 90, no. 2: p. 258 - 68

Week 13, 04/06 Partition

Required

- Kaufmann, Chaim (1996). "Possible and Impossible Solutions to Ethnic Civil Wars." *International Security*. Vol 20, no. 4: 136-175.
- Sambanis, Nicholas (2000). "Partition as a Solution to Civil War: An Empirical Critique of the Theoretical Literature," *World Politics* . Vol. 52, no. 4: p. 437-483

Recommended

- Sambanis, Nicholas and Jonah Schulhofer-Wohl (2009). "What's in a Line? Is Partition a Solution to Civil War?." *International Security*. 34: 2: p. 82 - 118.

Week 14, 04/11 Conclusion and review session