

Elizabethtown College
Honors First Year Seminar 100
Fall 2004

FYS100*HE: Political Self-Determination

E. Fletcher McClellan, Ph.D.
247 Nicarry Hall
Office Phone: 361-1304
Home Phone: 838-3625

Office Hours: MW 2-3 p.m., T 10-11 a.m. &
2-3 p.m., Th 10-11 a.m. or by appointment
E-Mail: mccllef@etown.edu

Course Description: This seminar explores the politics and morality of how nation-states deal with the demands of ethnic, cultural and religious minorities for political self-determination. Through case studies drawn from the American experience and the international arena, we will look at the kinds of claims minority groups have made upon majorities, ranging from protection from discrimination to political independence, and how majorities have responded. We will address the questions of what rights minority cultures should possess and what moral justifications exist for secession. Ultimately, we will consider how majority-minority conflicts can be resolved peaceably and justly.

Course Objectives: All First Year Seminars at Elizabethtown College address nine academic objectives:

- (1) *Introduce students to the academic expectations of college life* – This seminar is a study of the moral and political conditions under which minority groups achieve political self-determination. The topic is relevant to understanding the American political experience and contemporary issues involving minority groups in the U.S. and placing the American experience in international context. The content of the course may be challenging and unfamiliar to you, particularly the theoretical material and international majority-minority relations, but you should try to master the course assignments to the best of your ability. I will try to facilitate your engagement through active learning exercises such as debates and role-playing.
- (2) *Engage in the practice of critical analysis and synthesis* – You will compare and contrast majority relations with various minority groups in the U.S., as well as compare and contrast majority-minority relations in the U.S. with those in other nations. Through this process, you will develop your own views concerning the scope of minority rights, and how majority-minority conflicts can be resolved.
- (3) *Establish writing as the principal means by which the educated person thinks, understands and communicates* - You will write a research paper on a contemporary self-determination conflict, take essay exams and prepare short reaction papers to in-class and out-of-class assignments.
- (4) *Develop communications skills, including reading, speaking and listening* – You will present your research papers twice, once in class and a second time in a conference setting to which the public will be invited. You will also be involved in group exercises in class, in which you will learn to articulate and defend your views and serve as recorders and facilitators.

- (5) *Explore the methods of a particular body of knowledge and/or discipline* – Rather than employ one approach, this course is an interdisciplinary examination of political self-determination, borrowing concepts from history, philosophy, law and sociology, as well as political science. Both empirical and normative approaches in political science will be used. You will learn how to analyze conflicts – their nature, history and evolution – and understand conflicts from the perspectives of the parties involved. Furthermore, you will conduct moral analysis of the conflicts under study.
- (6) *Establish the library as a major repository of knowledge* - Two sessions on researching skills are planned to help you conduct research on your chosen conflicts. You will be familiarized with the print and electronic resources of the High Library.
- (7) *Explain and establish standards of academic integrity* – You will be expected to adhere to the highest standards of integrity in classroom conduct and in researching and writing, including proper documentation of sources. During the orientation program the Integrity Committee will distribute and explain the work, Academic Integrity at Elizabethtown College, and course policies (see below) will implement it.
- (8) *Foster an attitude of enthusiasm and genuine intellectual curiosity* – For most of the course a case study approach will be used, beginning with a familiar conflict – the American Civil War – and proceeding to selected international conflicts such as Quebec separatism, ethnic conflict in Yugoslavia and the former Soviet Union following the end of the Cold War, and demands for self-determination by indigenous groups world wide. Issues of dealing with self-determination conflicts in an age of global terrorism will be a special focus of the course. By blending the known and unknown, integrating history and current events, and fostering an exciting classroom atmosphere, I hope you will be dedicated and motivated learners and citizens.
- (9) *Include a component that engages students in researching a subject, gathering and evaluating information, organizing and writing a paper, and using proper documentation* – As mentioned above, you will write a research paper and use proper documentation. The Raimes text describes several documentation formats, including APA, MLA and Chicago/Turabian. You may use any recognized format, as long as you use it consistently.

Course Assignments: The course grade will be based on the following:

- (1) two unit exams, each counting 20% of the total grade;
- (2) a comprehensive final exam, which counts 25%;
- (3) a research paper on a contemporary self-determination conflict (A Research Guide will be provided.), counting 25%; and
- (4) course participation, which counts for the remaining 10% of the course grade and includes: a. oral presentations of research papers both in and out of class, b. participation in in-class exercises such as debates and small group work and participation in a field trip to the Gettysburg battlefield; and c. two films shown in and out of class. Short reaction papers to some of these assignments may be assigned.

Course Policies

- (1) Plagiarism in any form will not be tolerated. Refer to the 2004-06 Elizabethtown College Catalog, pp. 238-39, for the definition and handling of instances of academic dishonesty. Also see Ann Raimés, Keys for Writers: a Brief Handbook, 4th ed. (2005), pp. 116-28. Though students will formally sign the Pledge of Integrity only on exams, this course assumes the Pledge is in effect for all student work submitted to the instructor.
- (2) Makeup Exams will be provided without penalty for those with authorized absences from the Health Center or the Dean's Office. Makeup exams for unauthorized absences will be accompanied by a letter-grade reduction. This policy will be strictly enforced.
- (3) Disabilities Statement: If you have a documented disability and need reasonable accommodations to fully participate in course activities or meet course requirements, you must: a. contact the Director of Disability Services, Shirley Deichert, in the Center of Student Success, BSC 288, (717) 361-1227, deichesa@etown.edu, AND b. meet with me, the instructor, within two weeks of receiving a copy of the accommodation letter from Disability Services to discuss your accommodation needs and their implementation.

Required Readings:

- (1) James McPherson, For Cause and Comrades: Why Men Fought in the Civil War (1998);
- (2) Allen Buchanan, Secession: The Morality of Political Divorce from Fort Sumter to Lithuania and Quebec (1991);
- (3) Michael Ignatieff, Blood and Belonging: Journeys into the New Nationalism (1995);
- (4) Allen Buchanan, Justice, Legitimacy and Self-Determination: Moral Foundations for International Law (2004)
- (5) Ann Raimés, Keys for Writers, 4th ed. (2005); and
- (6) Additional articles assigned by the instructor.

Recommended Reading: Will Kymlicka, Multicultural Citizenship (1995).

Course Outline and Readings

<u>Date</u>	<u>Topic</u>	<u>Reading/Class Assignment</u>
	I. INTRODUCTION	
8/27	Introduction	
8/31 & 9/2	Historical and Conceptual Background: The Rise of Nationalism and the Problem of National Self-Determination	Buchanan, <u>Secession</u> , Preface Ignatieff, Introduction

<u>Date</u>	<u>Topic</u>	<u>Reading/Class Assignment</u>
II. POLITICAL SELF-DETERMINATION AND THE AMERICAN EXPERIENCE		
9/7	Case Study: The American Civil War	McPherson, Preface, Ch. 1-2
9/9	GETTYSBURG BATTLEFIELD TOUR – MEET IN MYER CIRCLE AT 8:00 A.M. SHARP, APPROXIMATE RETURN TIME 3:30 P.M	
9/14	Gettysburg, September 11 and Political Self-Determination	McPherson, Ch. 3-6
9/16		McPherson, Ch. 7-9
9/21	The Aftermath of the Civil War: Who Won?	McPherson, Ch. 10-12
9/23	The Contemporary U.S. Multiethnic State	
9/28	FIRST EXAM (in-class)	
III. POLITICAL SELF-DETERMINATION AND THE POST-COLD WAR WORLD		
9/30	The Revival of Ethnic Nationalism	Buchanan, <u>Secession</u> , Ch. 1 Ignatieff, Ch. 1 <u>Film: No Man's Land</u> (2001), time and place TBA
10/6 (11:00 a.m.)	<u>Library Instruction, Introduction to the WWW Virtual Library on International Affairs with Dr. Selcher, Nicarry 210</u>	
10/7-12	National Self-Determination and the Moral Case for Secession	Buchanan, <u>Secession</u> , Ch. 2 Ignatieff, Ch. 2-3
10/14-19	The Moral Case Against Secession	Buchanan, <u>Secession</u> , Ch. 3 Ignatieff, Ch. 4
10/21-26	A Constitutional Right to Secede? Buchanan and His Critics <u>Part I Draft of Research Project on Political Self-Determination Due 10/21</u>	Buchanan, <u>Secession</u> , Ch. 4-5 Ignatieff, Ch. 5-6
10/28-11/2	Alternatives to Secession: Debating Multicultural Citizenship	Kymlicka, selected articles <u>Film: Rabbit-Proof Fence</u> (2003), time and place TBA <u>Election Day 11/2: Vote!</u>
11/4	SECOND EXAM (in-class)	

<u>Date</u>	<u>Topic</u>	<u>Reading/Class Assignment</u>
IV. POLITICAL SELF-DETERMINATION, DEMOCRACY AND HUMAN RIGHTS IN THE AGE OF GLOBAL TERRORISM		
11/9	How Has the War on Terrorism Changed Our Views of Political Self-Determination?	Buchanan, <u>Justice</u> , Synopsis & Ch. 1
11/11-16	Political Self-Determination & Justice	Buchanan, <u>Justice</u> , Ch. 2-4 <u>Part II Draft of Research Project on Political Self-Determination Due 11/16</u>
11/18-23	Political Self-Determination, Democracy and International Law	Buchanan, <u>Justice</u> , Ch. 5-9
11/30-12/7	<u>Class Presentations of Research Projects on Political Self-Determination</u>	
Week of 12/6-10	<u>Undergraduate Conference on Political Self-Determination: Public Presentations of Research Projects</u> (Time and Place TBA)	
12/9	Political Self- Determination, Politics and Morality: Prospects for Reform	Buchanan, <u>Justice</u> , Ch. 10 <u>Final Draft of Research Project on Political Self-Determination Due, Parts I-III</u>
12/17	FINAL EXAM (take-home), due by no later than 2 p.m.	