

Institutions of minority self-government in comparative perspective

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Lecturer:

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Course description

This course introduces institutions of minority self-government in multinational/multi-ethnic democracies, discusses their promises and pitfalls and compares empirical cases across Europe. The course lasts one week and is structured into three theoretical and two empirical units that take the form of student contributions in a workshop. On day 1, we define and classify institutions of territorial and cultural autonomy designed to realize the principle of minority self-government (such as federalism, decentralization, and cultural councils of national minorities). Day 2 addresses the question of why minority self-government is introduced in heterogeneous societies, given members of the majority could govern without minorities' support. Day 3 then assesses the (intended and unintended) effects of these institutions: Does territorial autonomy allow for peaceful cooperation between members of the minority and majority population or does it set incentives for secession? Do cultural councils cater to the interests of citizens with a minority identity or merely to the interests of dominant minority elites? Day 4 introduces the case study method and provides time for students to finalize the work on their own case studies. Students should choose an autonomy arrangement and prepare a presentation classifying the arrangement, explaining how it came about, and giving a short assessment of its effects. Day 5 takes place as a workshop, where students present their case studies and where we compare the cases and draw conclusions.

Requirements and modalities

Given the structure of the course, essential requirements for participation are to be present on all five days, to register with me in advance for a case study (I will provide some ideas at the end of this document, to inspire your own search and suggestions), collect literature and material on the case already *before* the course starts, and to read all the assigned readings in preparation of the course.

In the aftermath of the course, you need to hand in a short research paper with the case study presented on day five during the student workshop (deadline to be agreed on). The research paper should be appr. 5-7 pages (or between 1500 and 2000 words). It should cover an introduction with a clearly stated research question, a short review of literature addressing your question, an empirical analysis and a conclusion. I will provide a more detailed hand-out with instructions on how to write the research paper in advance of the course to those participants who have registered.

Sessions and Readings

Day 1: Classifying institutions of minority self-government

- Lapidoth, Ruth. (1996). *Autonomy. Flexible solutions to ethnic conflicts*. United States Inst. of Peace Press: Washington, DC. Chapter 1 and Chapter 3.
- Coakley, John (1994). Approaches to the resolution of ethnic conflict: the strategy of non-territorial autonomy. *International Political Science Review*, 15(3), 297-314.
- Anderson, Liam D. (2013). *Federal solutions to ethnic problems. Accommodating diversity*. Routledge: Abingdon. → "Introduction": pp. 1-10.

Day 2: Why is minority self-government introduced?

- Jenne, Erin K. (2007). *Ethnic bargaining: The paradox of minority empowerment*. Cornell University Press. → Chapter 1: pp. 19-37 and Chapter 2: pp. 38-53.
- Zuber, Christina Isabel. (2011). Understanding the multinational game: Toward a theory of asymmetrical federalism. *Comparative Political Studies* 44 (5): 546-571.

Day 3: What are the effects of minority self-government?

- Donald Rothchild & Caroline A. Hartzell (1999) Security in deeply divided societies: The role of territorial autonomy, *Nationalism and Ethnic Politics*, 5:3-4: 254-271.
- Roeder, Philip G. (2009). Ethnofederalism and the mismanagement of conflicting nationalisms. *Regional and Federal Studies* 19.2 (2009): 203-219.
- Anderson, Liam D. (2013). *Federal solutions to ethnic problems. Accommodating diversity*. Routledge: Abingdon. → “Bringing it together”: pp. 249-277.

Day 4: The case study method

- Gerring, John. The Case Study: What it is and what it does. In Carles Boix and Susan Stokes (eds.) *The Oxford Handbook of Comparative Politics*, pp. 90-122, Oxford: Oxford University Press.
- Thomas, Gary. *How to do your case study. A guide for students and researchers*. Sage: Los Angeles. → Chapter 9: “Out in the field. Some ways to collect data and evidence”: pp. 161-169.

Day 5: Student Workshop. Please choose a case. Some ideas:

- Non-territorial autonomy in the form of cultural councils for national minorities in Serbia, Croatia, Austria, Hungary, Russia or in Estonia (where they have a very long history).
- Non-territorial autonomy in the form of the linguistic communities in Belgium.
- Ethnic federalism in SFR Yugoslavia, Bosnia and Herzegovina, or Belgium.
- Ethnoterritorial federalism in Spain or Russia.
- Federacies: Aland islands. Attempted: Kosovo.
- Autonomous regions with special status in decentralized states: South Tyrol, Crimea (before Russian annexation), Scotland, Wales and Northern Ireland in the United Kingdom
- Multi-ethnic regions with autonomy: Vojvodina in Serbia and Istria in Croatia.
- Decentralisation and local self-government: Macedonia
- ... your ideas!
- ...