The Politics of Minority Self-Government

Territorial Autonomy in Wales & the United Kingdom

January 2023 Learning Cluster Soka University of America





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C/O 2024

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Overview

Ethnic diversity has long posed a challenge to the modern state and top-down, uniform models of governance. Although many stubbornly claim to embody one indivisible nation, the reality is that most countries are multinational, with country borders diverging from those of nations. In response to secessionist conflicts, a world trend towards decentralization, and minority demands, many countries have turned to forms of territorial autonomy. Special systems of self-government for distinctive minority nations may entail a range of cultural, economic, and political powers tailored to local conditions. Minority self-government represents a powerful, underappreciated tool for resolving conflicts, protecting minority cultures, and encouraging more equitable forms of development.

Territorial autonomy is a global political system, one found in some form in Québec, Aceh, Scotland, Zanzibar, Catalonia, Mindanao, Hong Kong, Indigenous regions of Latin America, and all points in between. Although our course has a global scope, we will focus in large part on Wales, a devolved region within the United Kingdom. Wales boasts a fascinating history and a growing range of special competencies. This said, it has gained less attention than other autonomous regions, perhaps due to limited demands for independence and mid-level self-government powers. By traveling to Wales, we hope to better understand Welsh representation and governance, as well as voices critical of devolution. We hope to gain a better sense of Welsh political parties, fiscal power, the workings of the Senedd (Welsh parliament), and Welsh language education. We hope to better understand how Wales sees itself within the United Kingdom, and in doing so, to better understand minority self-government more broadly.

Course Learning Objectives

This Learning Cluster offers the students an opportunity to develop understandings of territorial autonomy through intense research and immersion in Welsh history and political culture. By the end of this Learning Cluster, students should be able to:

- Explain the meaning of self-government and its associated powers
- Conduct research on territorial autonomy in relation to specific themes and cases
- Understand devolution in Wales and the United Kingdom more broadly

Our Course & The SUA Mission

Soka University of America's mission is to foster a steady stream of global citizens committed to living contributive lives. Our university is founded on the belief that reflective education is central to creating a better society where each person can fulfill their own unique goals. Not only does our course speak to global citizenship and experiential education in terms of prospective travel, but the topic of special minority self-government speaks to the centrality of dialogue and diversity. Treasuring diversity creates the foundation of society which enables each person to realize their own happiness; they are not just following the majority or oppressing their genuine passions. In this Learning Cluster, we would like to deepen our understanding of how territorial autonomy plays a role in encouraging diversity in society and realizing the distinctive happiness of all peoples.

Budget at a Glance

Flight: LAX to Heathrow x 13 (Virgin Air)	= \$9500
Accommodation: 10 days in Cardiff (\$4459.64), 1 in London (\$416.18)	= \$5000
Other Transport: LAX Shuttles \$664.82; Charter \$3531.83; trains \$844.86)	= \$5000
Food: 33 meals x 11 persons = 363 meals. $$12 / meal = 4720	= \$5000
Other: Visa fees (\$600); Soka gifts (\$200), admissions (\$350)	= \$1500
TOTAL	≈ \$26 , 000

Policies

Above all, communicate. Participate in class, let the instructor know if you have suggestions or concerns. If you are uncomfortable or struggling, let's talk. Especially for a travel Learning Cluster, open, clear communication is central to success.

Attendance: Students are expected to arrive to class on time (which means before the scheduled start time) having completed the readings. I expect students to attend and participate. Due to the compact nature of the LC semester, students are only excused for absences in light of serious illness or emergency.

Deadlines: Late assignments will be deducted 5% per day, including weekends. In the event of an illness or personal crisis, students must contact the instructor before a given deadline. Students are expected to submit assignments on time to keep the class moving and prepare for the professional world.

Writing: Students should consult with the instructor regarding the research question, argument, and organization of assignments. Some basics: Avoid casual internet sources (i.e., wiki) and contractions, include page numbers. Present a consistent, clear citation style (any style, just be complete and consistent). Plagiarism is a serious academic offense, understood broadly as academic dishonesty, including stealing words, ideas, and references from others. The Brightspace dropbox will automatically put your paper through Turnitin; do not let this scare you- just try not to cut corners, ask me about grey areas.

Disability & Inclusion: This course is intended for all students, including those with mental or physical disabilities, illness, injuries, impairments, or any other condition that may negatively affect one's equal access to education. If you anticipate any issues related to the format, materials, or requirements of this course, please communicate with the instructor to explore potential options. Students with disabilities are encouraged to work with the Office of Disability Services to seek accommodations.

Evaluation

30%	Participation	Ongoing
20%	Book Review	11 or 12 January
10%	Journals Entries	30 January
10%	LC Fair Contributions	01 February
30%	Research Paper	02 February

30% Participation

Ongoing

Participation is understood broadly to mean being a good classroom citizen from the early planning stages through the LC Fair. It means being a team member in the field, communicating effectively with the instructor, keeping the house clean, being attentive in meetings, helping to plan meetings and document our experiences, being safe, sharing thoughts on readings, and supporting classmates.

20% Book Review

Due 11 or 12 January (depending on topic)

Students will read a book related to the course and prepare a brief (3-4 pages) analysis of key themes and contributions. Books may relate to the course thematically (autonomous self-government or specific regions) or empirically (the UK, Wales, and devolution). Books must be selected during the Fall semester and should be read over the holiday break, to be presented in class on 11 January (on autonomy) or 12 January (on Wales and the UK). Presentations will be no more than 5 minutes long. Reviews will be assessed in terms of their ability to critically evaluate the book's core topic, as well as the book's sources, audiences, and shortcomings. They are due by 1pm on the day they are presented, via email as a dock attachment.

10% Journal Entries

Monday, 30 January

Students will keep journals regarding their thoughts, reflections, and lessons as the course progresses. These can take many forms- a written journal, a blog, multimedia, email. The assignment will be assessed in terms of clarity and creativity of thought. Students are expected to write at least **four** such entries- one before we depart campus, two while in the United Kingdom, and one upon return. The journals should be shared / submitted throughout the course, with all entries due Monday, 30 January.

10% Learning Cluster Fair We

Wednesday, 01 February

Students are expected to contribute towards making a dynamic, engaging LC Fair, communicating to the campus community what we learned. The form this takes is up to the students—perhaps a documentary, photo exhibit, Welsh language, presenting different world autonomous regions, or some other thing. Students are encouraged to think about this early, perhaps picking up materials while in Wales.

30% Research Paper

Due Thursday, 02 February

Students will prepare a 5-8 page research paper on some aspect of territorial autonomy. The paper could be related to a specific theme (fiscal relations, language education, minorities) or autonomous regions. Students are expected to think about their paper during our prospective time abroad and may collect resources as we travel. Papers must present a clear research question and argument. Citation style is up to the student, so long as they do it properly (mimic the style you find in an article that you like). Topics are to be decided in consultation with the instructor. Because the topic and style of the paper is flexible, there is no single rubric according to which course papers will be evaluated. For all papers, assessment will include consideration of clarity of argument, organization, quality of sources, engagement with sources, and writing style. Due via Brightspace Dropbox by noon on 02 February.

97-100	A+	4.0	87-89	B+	3.3	77-79	C+	2.3	67-69	D+	1.7
94-96	Α	4.0	84-86	В	3.0	74-76	С	2.0	64-66	D	1.3
90-93	A-	3.7	80-83	B-	2.7	70-73	C-	1.7	60-63	D-	1.0

	09 January Monday			
10-1130	Introduction: Welcome, Syllabus Kahoot			
Session 01	Case (Wales and the UK); Concept (autonomy); Course (Learning Clusters)			
	Erin Blakemore. 2016. "What's the Difference Between England, Britain, and the U.K.?"			
	Smithsonian Magazine			
	AND			
	Richard Wyn Jones and Jac Larner. 2021. "What About Wales? Brexit and the Future of the UK."			
	Discover Society 1:2. Available at https://discoversociety.org/2021/06/08/what-about-wales-brexit-			
	and-the-future-of-the-uk/			
	AND			
	Shane Joshua Barter. 2020. "Travel Learning Clusters as Signature Pedagogies." In Signature			
	Pedagogies in International Relations, edited by Jan Lüdert. Bristol: E-International Relations; 84-96			
	*** BREAK (1130-1) ***			
1-230	Self-Government: Between Independence & Incorporation			
Session 02	Definitions; terms (federalism, autonomy, territorial pluralism); historic evolution; cases			
	Thomas Benedikter. 2009. The World's Modern Autonomous Systems: Concepts and Experiences of Regional			
	Territorial Autonomy. South Tyrol: Eurac (265 pages, focus on 9-65). Available here			

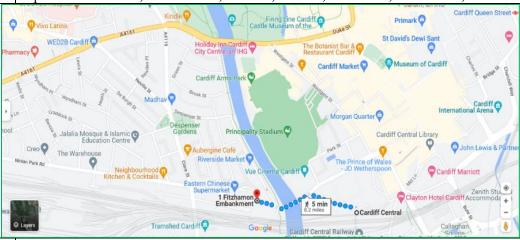
	10 January Tuesday			
10-1130	Self-Government: Why Autonomy Matters			
Session 03	Decentralization; conflict resolution; minority rights; multiculturalism			
	John McGarry, Brendan O'Leary, & Richard Simeon. 2008. "Integration or Accommodation? The Enduring Debate in Conflict Regulation." In <i>Constitutional Design for Divided Societies: Integration or Accommodation?</i> edited by Sujit Choudhry. Oxford University Press; 41-88			
	AND			
	Stefan Wolff. 2013. "Conflict Management in Divided Societies: The Many Uses of Territorial Self-			
	Governance." International Journal on Minority and Group Rights 20; 27-50			
	*** BREAK (1130-1) ***			
1-230	Self-Government: Powers & Places			
Session 04	Forms of autonomy (democratic, post-conflict, Indigenous, nested, administrative,			
	authoritarian); language and education; measuring self-government (RAI)			
	Miguel González. 2015. "Indigenous Territorial Autonomy in Latin America: An Overview." Latin American and Caribbean Ethnic Studies 10:1; 10-36			
	AND			
	David A. Rezvani. 2012. "Dead Autonomy, A Thousand Cuts or Partial Independence? The Autonomous Status of Hong Kong." <i>Journal of Contemporary Asia</i> 42:1; 93-122 AND			
	Nadezhda Borisova and Konstantin Sulimov. 2018. "Language Territorial Regimes in Multilingual Ethnic Territorial Autonomies." <i>Nationalities Papers</i> 46:3; 358-373			

	11 January Wednesday					
10-1130	10-1130 Self-Government: Shortcomings & Concerns					
Session 05	Independence; nationalism; deepening divisions; centralization; second-order minorities					
	Michael Keating. 1997. "Stateless Nation-Building: Quebec, Catalonia, and Scotland in the					
	Changing State System." Nations and Nationalism 3:4; 689-717					
	AND					
	Shane Joshua Barter. 2018. "Rethinking Territorial Autonomy." Regional Studies 52:2; 298-309					
	*** BREAK (1130-1) ***					
1-230pm	1-230pm Self-Government: Students Present and Discuss Book Reviews					
Session 06						

	12 January Thursday				
10-1130	Understanding Wales and UK Devolution				
Session 07	Welsh History; Plaid Cymru; Welsh Labour; Scotland; Brexit; the Senedd				
	Colin H. Williams. 2008. "Welsh Language Policy and the Logic of Legislative Devolution." In				
	Linguistic Minorities in Democratic Context. London: Palgrave; 245-301				
	AND				
	Jonathan Bradbury. 2021. "Welsh Devolution and the Union: Reform Debates after Brexit." The				
	Political Quarterly 92:1; 125-131				
	AND				
	Rhys Jones and Peter Merriman. 2009. "Hot, Banal, and Everyday Nationalism: Bilingual Road				
	Signs in Wales." Political Geography 28; 164-173				
	AND				
	Government of Wales. 2022. "An Introduction to an Anti-Racist Wales."				
	*** BREAK (1130-1) ***				
1-230	Wales and the UK: Student Present and Discuss Book Reviews				
Session 08					

13 January Friday	Depart California				
*	1400 1725	Leave SUA (Ikeda steps) Depart LAX	Plush Transpo Terminal B	ort, \$327.41. 7 VS008	14-444-2886 10hrs15

14 January Saturday	Arrive London, to Cardiff (UK is 8 hours ahead of PST)			
	1140	Arrive Heathrow	Terminal 3	
	1300	To Cardiff	Driver: Edward Fryer, +44 7960406133	
	1600	Arrive Cardiff		
_	Ten Ni	ghts, 1 Fitzhamon Embankment	Apartments (\$4500)	
	Apt 1: -	4 bedrooms, 10 twin beds, kitche	n, washer, yard, two washrooms, 1292 ft ²	
T	Apt 4:	3 bedrooms, 7 twin beds, kitchen	, washer, first floor, washroom, 969 ft ²	



	Acclimate / Walk / Museums / Tourism					
Sunday	Shane wil	Shane will ask everyone to send a postcard to a grandmother or other family luminary				
	1630	Explore Cardiff! Railway Station; shops; Tim Hortons; National Museum (Amgueddfa Cymru) (10-5, free); Cardiff Castle Discussion of our agenda, etiquette, introductions				

16 January Monday	Meetings: Governance		
	0930	Welsh Local Governance Association	
	1230	Lunch: Toby's Carvery	
7	1400	Institute of Welsh Affairs	

17 January Tuesday	Meeti	Meetings: The Welsh Senedd & Politics			
	1030	Tour Senedd Cymru (Welsh Parliament)			
	1145	Welsh Conservative: Sam Rowlands MS			
7	1200	Plaid Cymru: Adam Price MS / leader			
	1215	Welsh Labour: Joyce Watson MS & Carolyn Thomas MS			
	1330	Plenary Meeting with all Assembly Members, Question Period			
	1430	Tesco 'lunch'; free afternoon; double deckers			

18 January Wednesday	Meetings: Welsh Language Policies	
	1000	Welsh Language Commission; Eleri James (eleri.james@cyg-wlc.cymru)
	1230	Lunch at Cardiff Market; groceries
7	1500	S4C: At BBC Office, Morfudd and Sian

19 January Thursday	Meetings: Governance & Heritage	
	1245	Wales Governance Centre, Cardiff University Lunch at Wilmore's 1938, Penarth Beach
7	1500	St. Fagan's Museum

20 January Friday	Meetings: Minority Perspectives	
	1000	Oasis Cardiff (refugee organization): Tour, discussion, lunch
	1200	Downtown: Explore
-	1500	Welsh Muslim Cultural Foundation (Owain, post@wmcf.wales)

21 January Saturday	Saturday Drive to Countryside	
	0900	Day Trip to Brecon; Duchess Brunch; Hike Brecon Beacons National Park; Cyfartha Castle

22 January Sunday	Sunda	ay Scavenger Hunt
	1000 1500	Leave Cardiff Central: Scavenger Hunt Meet in Bridgend
23 January Monday	Meetir	ngs: Language Education & Culture
•	930-11 1300	Welsh School: Ysgol Gynradd Gymraeg Hamadryad (Mrs. Helen Sharkey) Cytûn: Churches Together in Wales (Gethin Rhys)

24 January	Cardiff to London	
Tuesday		
	1020	Leave Cardiff Central
	1230	Arrive Paddington, purchase transit tickets, check in
	PM	Free afternoon in London, groups of 3-4. Curfew: 10pm
	1 Nigh	t, Smart Hyde Park Inn Hostel
	15 min	walk from Paddington, near Bayswater Stn. \$408.72 (£130 x 2, plus £75)

25 January Wednesday	London Heathrow to LAX				
	1330	Elizabeth Line (30 mins)	Terminal 3	VS0023	11hr15
>	1650	Depart Heathrow	Terminal	E26FGG	58A (C)
	2005	Arrive LAX			
	2140	Arrive SUA			

26 January Thursday	Rest
	Rest. Do Laundry. See Friends. Read. Start on Essays.

	27 January Friday		
10-1130	Reflecting on Welsh Self-Government		
Session 09	What we learned; language policy; devolution max; Brexit; parties; nationalism		
	May, Stephan. 2010. "Accommodating and Resisting Minority Language Policy: The Case of Wales." International Journal of Bilingual Education and Bilingualism 3:2; 101-128 OR		
	Abigail Ruth Price and Marco Tamburelli. 2020. "Welsh-Language Prestige in Adolescents: Attitudes in the Heartlands." <i>International Journal of Applied Linguistics</i> 30:2; 195-213		
	AND (read all of below)		
	Rhys Thomas. 2022. "Yma o Hyd: The Defiant Welsh Folk song That's Been 1,600 Years in the Making." <i>The Guardian</i> , 02 June. Available at www.theguardian.com/music/2022/jun/02/dafydd-		
	iwan-yma-o-hyd-welsh-football-anthem		
	AND BBC News. 2022. "Prince of Wales Announcement was Divisive, Says Senior Plaid Politician" (22 September). Available at https://www.bbc.com/news/uk-wales-politics-62929743		
	AND Dougly District Se Ann Mario Cross 2017 "Developing Social Political Se Policy Implications of		
	Derek Birrell & Ann Marie Gray. 2017. "Devolution: Social, Political, & Policy Implications of Brexit for Scotland, Wales and Northern Ireland." <i>Journal of Social Policy</i> 46:4; 765-782		
	AND		
	David Deans. 2023. "Gender Reform: Drakeford says Scottish Law Block is Dangerous Precedent." <i>BBC News</i> (17 January). Available at https://www.bbc.co.uk/news/uk-wales-politics-64304540		
	BREAK (1130-130)		
130-230pm			
Session 10	Tabletoning Territorial reactions in the Ori and Deyond		
	Michael Keating. 2012. "Rethinking Sovereignty: Independence-Lite, Devolution-Max, and National Accommodation." Revista d'estudis autonòmics i federals 16; 9-29		

30 January Monday		
10-1130	Making Better Self-Government	
Session 11		
	Leslie Green. 1995. "Internal Minorities and Their Rights." In <i>The Rights of Minority Cultures</i> , edited by Will Kymlicka. London: Routledge; 103-117	
	AND	
	André Lecours. 2020. "Nationalism and the Strength of Secessionism in Western Europe: Static and Dynamic Autonomy." <i>International Political Science Review</i> , 1-15	
	BREAK (1130-1)	
130-230pm	Reflecting on the Course	
Session 12	Review; conclusions; course evaluations; essay discussion; LC Fair	
	Andrea Paras & Lynne Mitchell. 2017. "Assessing Intercultural Competence in Experiential Learning Abroad." Experiential Learning & Teaching in Higher Education 1:1; 45-64	
31 January Tuesday	Work Day: LC Fair and Essays	
01 February Wednesday	LC Fair: 10-2, location TBA. Students arrive to set up 9 am.	
02 February Thursday	Papers Due	

06 February (Monday): Grades due to Registrar and Spring Semester begins (!)

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