This course investigates conflicts that occur within instead of between existing states, especially conflicts that appear to be based in the primary collective identity and cultural and personal features of individuals. We look particularly at conflicts in Yugoslavia, Northern Ireland, and South Africa, and more briefly at conflicts in other areas of the world. Our aim is to better understand the underlying roots of ethnic conflicts and to examine ways they might be resolved. In addition to studying the particulars of various ethnic conflicts, we evaluate general theories attempting to explain such conflicts.

This class fulfills the both the old core curriculum Cultural Diversity component and the new Global Citizenship requirement. These requirements aim to help students to become ethically responsible members of a diverse society. Courses that satisfy these requirements educate students about global and transnational problems, address issues of cultural diversity in other countries, and provide students with the tools to address issues of social justice beyond the U.S. This course focuses particularly on the ways conflicts develop from the interactions of two cultural groups within a single country.

Course objectives
Over the course of this semester, you should:
● Learn about specific ethnic conflicts, particularly those in Yugoslavia, Northern Ireland, and South Africa.
● Evaluate social science theories that try to explain ethnic identification and ethnic conflict.
● Apply social scientific methods to the study of cultural conflicts.
● Improve your ability to develop and defend oral and written arguments.
● Appreciate of the importance of becoming responsible members of a diverse society.
● Come to a better understanding of the sources of conflict in diverse societies—and of ways to reduce those conflicts.
● Examine of the nature of primary collective identity and the forms of expression of such identities.

Students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University. Such conduct shall include cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes. Violations should be reported to me and will be investigated and adjudicated according to the Policy on Academic Honesty of the College of Arts & Sciences. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion from the University.

Required books (available at the SLU bookstore)
There are also articles on e-reserve at Pius Library (password: ethnicity10).

My office hours: Monday and Wednesday 12:30-2 and by appointment. Also, feel free to drop by.
Course requirements

**reading**
- complete all reading assignments before the class for which they are listed
- keep up with current events in the areas of the world we discuss

**written work**
- Two essays on questions I provide, around 5 pages, due March 4 and May 6
- Approximately 40 percent of your course grade.
- quizzes throughout the semester — approximately 15%
- a final exam — 20%

**attendance and class participation — 25%**
- There is a lot of discussion in this class, and you should **come to class prepared to participate**. You should think about class as a time for exploration: for figuring out what the readings mean; for critically evaluating arguments made by various authors, by other students, and by me; for connecting the assigned materials to other things you think are relevant and important.
- From this it follows that **attendance is required**. There is no way to recreate this process of discussion by yourself. Students who have more than three unexcused absences may not be able to finish the course.
- **Laptops (and, of course, phones) may not be used in class**. While the most self-disciplined among us will not be distracted by the wealth of entertainments provided by the internet, laptops tend to reduce uninterrupted focus on the discussion. Even the physical presence of a laptop or phone on the table is an obstacle to an honest and direct interaction with the person behind it.

All students must also complete a course evaluation for the class.

Missed quizzes and test must be excused by me **before** they are given. Otherwise, the student will receive a grade of 0 for the missing work. Grades of 0 will also be given for missing papers. The zeros will be averaged into the final course grade. Late essays may be subject to penalties.

**Additional requirements for Honors students**: To receive honors credit, students will serve as Teaching and Research Assistants. Students will help with group activities in class and perform other tasks as needed. Honors students will have some extra meetings with me. At the end of the semester, they will hand in a 6 page paper that summarizes the supplemental research, reflects on the activities conducted in class, and answers other questions I may pose. That paper is due April 29

**Grading Scale**

<table>
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<th>Notes</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<td>D</td>
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<td>F</td>
<td>below 60</td>
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Students with disabilities need to make arrangements with the Disabilities Coordinator, 977-8885, DuBourg, Room 36.
Ethnicity and Internal War

January 19

Introduction

The Collapse of Yugoslavia

January 21


January 24


January 26


January 28


Radovan Karadzic, "I am a Nationalist," Transition, 30 June 1995 (on e-reserve).


January 31


February 2


February 4


Theories of Ethnic Conflict and Identification

February 7

Jesse and Williams, pp. 10-22.


February 9


February 11  QUIZ

February 14  Jesse and Williams, Individual level explanations, pp. 31-38, 141-159.

February 16  Jesse and Williams, Domestic level explanations, pp. 38-61, 159-168.


February 25  Jesse and Williams, International level explanations, pp. 61-76, 168-177.


March 4  ESSAY ONE DUE

Northern Ireland
March 7  John Conroy, Belfast Diary, chs. 1 and 2, pp. 1-65.


March 14-18  SPRING BREAK—NO CLASSES

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<thead>
<tr>
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<tbody>
<tr>
<td>March 23</td>
<td>Conroy, pp. 107-147.</td>
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<tr>
<td>March 25</td>
<td>Conroy, pp. 147-204.</td>
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<tr>
<td>April 11</td>
<td>Goodman, and “Leaving the Laager,” pp. 173-205.</td>
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<tr>
<td>April 22-25</td>
<td>EASTER BREAK—no classes</td>
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<tr>
<td>Date</td>
<td>Activity</td>
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<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------</td>
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<td>May 2</td>
<td>Jesse and Williams, ch. 5, “Sudan,” pp. 189-221.</td>
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<td>May 4</td>
<td>No reading</td>
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<td>May 6</td>
<td>ESSAY TWO DUE</td>
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<td>May 9</td>
<td>Jesse and Williams, ch. 8, “Conclusion,” pp. 339-352.</td>
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<td>May 16</td>
<td>FINAL EXAM, 8:30-9:30</td>
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Suggestions for additional reading

**Theory**


The former Soviet Union


Ethnicity and Internal War

Politics 53 (July): 524-552.


The former Yugoslavia


Ethnicity and Internal War


Northern Ireland


**South Africa**


