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.

Course objectives
This class fulfills the core Global Citizenship requirement. The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:

1. Identify sources of and strategies to address conflict, cooperation or competition in a global or regional context.
2. Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
3. Identify how perceptions of “otherness” impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Understand the impact of their lives and choices on global and international issues.
5. Understand how their values are related to those of other people in the world.

This class also fulfills the core Social Science requirement. Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

Specifically, after this class you will be able to:
1. Describe key features of specific ethnic conflicts, particularly those in Yugoslavia, Northern Ireland, and South Africa.
2. Evaluate social science theories that explain ethnic identification and ethnic conflict.
3. Identify sources of conflict in ethnically diverse regions.
4. Assess strategies to manage conflict, especially how political institutions can be designed to represent various groups and provide an effective alternative to violence.
5. Apply social scientific methods to the study of cultural conflicts.
6. Improve your ability to develop and defend oral and written arguments.

Required books (available at the SLU bookstore)
There are also articles on e-reserve at Pius Library (password: Ethnicity16).
My office hours: Monday 3:30-5, 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 February 29 and April 20 — 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 27.

Grading Scale

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<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
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<td>87-89</td>
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<td>83-86</td>
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<td>C+</td>
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<td>C</td>
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<tr>
<td>D</td>
<td>60-70</td>
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<td>F</td>
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<table>
<thead>
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<th>Grade</th>
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<tbody>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
</tbody>
</table>

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.
The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf.

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found at: http://www.slu.edu/x12657.xml

Title IX
Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web address: http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy www.slu.edu/here4you.

Student Success Center
In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success.

Disability Services Academic Accommodations
Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.
January 11

Introduction

The Collapse of Yugoslavia

January 13


January 20


January 25


January 27


February 1


Tony Barber, "A rare change to heal the scar of Srebrenica," *The Financial Times*, 9 July 2015, p. 7 (e-reserve).


Theories of Ethnic Conflict and Identification

February 3

Jesse and Williams, “Theories of Ethnicity/Nationalism,” pp. 10-22.


February 8


February 10

QUIZ

February 15

February 17

February 22

February 24

Northern Ireland
February 29

ESSAY ONE DUE

March 2

March 7-11
SPRING BREAK—NO CLASSES
March 14  

March 16  

March 21  
Conroy, Epilogue and Afterword, pp. 205-224.  
“The Belfast/Good Friday Agreement,” read the summary of the agreement on the Northern Ireland Assembly site:  
http://education.niassembly.gov.uk/post_16/snapshots_of_devolution/gfa  
If you’re interested, you can find more information about the Good Friday agreement, including the full text, here:  
http://www.bbc.co.uk/history/events/good_friday_agreement  

March 23  
Jason Walsh, “15 years after Good Friday Agreement, an imperfect peace in Northern Ireland,” Christian Science Monitor, 10 April 2013 (e-reserve).  

QUIZ  

March 24-28  
EASTER BREAK—no classes  

South Africa  

March 30  

April 4  

April 6  

April 11  
Shelby Steel, From The Content of Our Character, in Taking Sides: Clashing Views on Controversial Political Issues, ninth edition (Guilford, CT: The Dushkin Publishing Group, 1995), pp. 204-211 (on e-reserve).  
Stanley Fish, From "Reverse Racism, or How the Pot Got to Call the Kettle Black,” in Taking Sides: Clashing Views on Controversial Political Issues, ninth edition (Guilford, CT: The Dushkin Publishing Group, 1995), pp. 212-217 (on e-reserve).  

April 13  
April 18

April 20
ESSAY TWO DUE

April 25

April 27


HONORS PAPERS DUE

May 2
Jesse and Williams, ch. 8, “Conclusion,” pp. 339-352.

May 4
FINAL EXAM, 2-3:50

Suggestions for additional reading

Theory (also refer to Jesse and Williams’ bibliography)


Ethnicity and Internal War


The former Soviet Union


**The former Yugoslavia**


Ethnicity and Internal War


Northern Ireland


Ethnicity and Internal War


**South Africa**


