

POLS 1540 01 Blood and Money: Ethnic War
Saint Louis University, Department of Political Science
TR 2:15-3:30
Fall 2019

Dr. Ellen Carnaghan
McGannon Hall, Room 138
ellen.carnaghan@slu.edu
(314) 977-3038

Can we all just get along? – Rodney King

Office hours: Tuesday 4-5pm, Thursday 12-2pm, and by appointment. Also, feel free to drop by.

About this course

Welcome! When we look around the world or even in our own backyard, we can find many communities that seem to be at war within themselves. We might think of Ferguson or Rwanda, the Middle East or Bosnia. In this course, we will investigate conflicts like these, asking questions like:

- Why do communities disintegrate into conflict based on religious, racial, or ethnic identities?
- Why are people capable of treating each other so badly, leading in some cases to torture, concentration camps, genocide and other extreme forms of human suffering?
- How do social structures – like political institutions or economic systems – affect the likelihood of ethnic conflict?
- How do our actions as citizens either exacerbate or ameliorate the human suffering caused by ethnic conflict?

One goal of this class is to help you think more like a social scientist about complex and difficult social phenomena. To that end, we will draw on explanations developed by social scientists to explain the roots of ethnic identity and ethnic conflict. And we will use those explanations to try to understand conflicts in various parts of the world, including Yugoslavia, Northern Ireland, South Africa, and the United States.

Another goal is for all of us to reflect on what it means to be a responsible citizen, able to recognize the effects of your actions and the actions of others both in your community and in the wider world.

We will use a variety of activities including group projects, debates, and simulations to explore these issues. These activities are designed to help you engage with challenging material, learn from each other, and collaborate to find new solutions to serious problems.

This class has no pre-requisites. Students from all majors are welcome and should be able to do well if they put in sufficient effort.

What you'll learn (also known as "learning objectives")

By the end of the semester, you will be able to:

- Value learning about the world beyond your experience
- Empathize with people in very different circumstances than your own
- Distinguish between "common sense" preconceptions and evidence-based explanations
- Use evidence to assess social science theories that explain ethnic identification and ethnic conflict
- Evaluate how politicians and others manipulate publics, their beliefs and behavior
- Assess strategies to manage conflict, in particular compare how political institutions make conflict among citizens more or less likely
- Critically reflect on how your own actions as a citizen exacerbate or ameliorate the suffering of others

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.

In this class, we address these Global Citizenship goals by learning about ethnic conflict and the inequalities that both contribute to and result from conflict.

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.

Required materials

You will need to purchase these two books:

Maass, Peter. 1996. *Love thy Neighbor: A Story of War*. New York: Alfred A. Knopf.
Conroy, John. 1995. *Belfast Diary: War as a Way of Life*. Boston: Beacon Press.

In addition, there will be readings available on e-reserve.

How you'll know what you're learning

Participation. You should come to class prepared to engage the material during every class meeting. This daily participation will help you apply the concepts you are learning and expose where you still have questions. To participate effectively, you will need to keep up to date with the assigned reading and continually think about how ideas from one set of readings relate to the others. You should be prepared to critically evaluate arguments made by the various authors, by other students, and by me. (Of course, we'll practice how to do this.) Sometimes, participating will mean contributing to all-class discussions, whether by asking questions or adding insights; sometimes we will have short group activities. Occasionally, there will be quizzes. Some of this work will be ungraded but useful to both you and me as a way to tell what material may be more challenging to you. Some of this work will be graded, to provide you with an indication of how your understanding is progressing. Participation will be 25 percent of your grade. When you are absent, you are not able to participate.

Reflection essays. You will write three short reflection essays (one page or less, due September 3, October 24, and December 5). These essays will give you an opportunity to think about how things we are learning affect you as a person or a citizen. These essays will count for 5 percent of your grade.

Analytical essay. In the middle of the semester, you will write an analytical essay using social science explanations to examine cases of ethnic conflict. You'll get more information about this essay closer to when it is due. This essay is an important step in learning how to apply social science theories to real-world cases,

and in figuring out the kind of evidence that supports the points you want to make. Working on these skills will help you succeed in the final project and will also give you tools to understand other social phenomena outside of class. This essay will count for 15 percent of your grade.

Group projects. There are three group projects that will involve work both inside and outside of class. These projects will give you the opportunity to explore different interpretations of the topics we are covering, engage in role-playing, and apply theories to concrete issues. Since we will be studying why *groups* of people behave as they do, you should use the group work as a chance to pay attention to the dynamics of group beliefs and behavior. In addition, considerable research on student learning shows that you can learn more and learn it more effectively when you work in a group compared to when you work alone. These projects are worth 15 percent of your grade.

Final project. The final project will help you integrate material from across the semester and possibly connect it to what you already know from other classes or personal experience. You will work in a small team of three students for this project. Your team will explore a particular aspect of ethnic conflict or cooperate, and each team member will contribute information about a particular real-world case. For this project, you will be able to examine cases of ethnic conflict that we do not cover in-depth in class. The final project is worth 25 percent of your grade, 15 percent for an individual written part and 10 percent for the group portion.

Tests. There will be a final exam worth 15 percent of course grade.

Honors students: Honors students will take lead, organizing roles in the three in-class group projects, will submit an annotated syllabus at the end of the semester, and will write an additional 5 page paper (more information forthcoming).

Grading Scale

A	93-100	B+	87-89	C+	77-79	D	60-70
A-	90-92	B	83-86	C	73-76	F	below 60
		B-	80-82	C-	70-72		

Course policies

Technology. 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 what is happening in class. Laptops can even be a physical barrier between you and the person behind the raised screen. In this class, our interaction among ourselves is so important that I will ask you to keep your phones and laptops off – and off your desks. During some group activities, you will need to access information from your readings or the internet, and you will be able to use laptops then.

Absence. If you are going to miss class, please e-mail me before the class you need to miss. I will excuse absences for illness or SLU-approved activities, but you are responsible for the work the class does in your absence. In some cases – a missed quiz, presentation, or group activity – there may be no way to make up the work after the fact. If you have not had the absence pre-approved by me, you will receive a grade of 0 for that activity. Unexcused absences are reflected in your participation grade. If you have more than five unexcused absences, it may not be possible for you to pass the class. The winning strategy is to come to class.

Late work. This is my approach to late essays: if I am still reading your fellow students' essays when you hand in yours, I will not penalize you for lateness. However, you don't know how long it will take me to read your fellow students' essays, so there is some risk involved in handing in the paper late. Given the other pressures in your life, you may consider that risk acceptable. The risk-free strategy is to hand in work on time. (Note, this policy does not apply to in-class work, where there *is* a penalty if your work is not on time.)

Civility. Sometimes we will discuss controversial issues in class, and you may disagree with things you hear in class. You are always welcome to disagree either with me or with other students, but you must do so in a respectful and informed manner, appropriate to an institution of higher learning.

Plagiarism. It is critical that all work that you hand in is your own work and correctly gives credit to other sources that you consult. Plagiarized work will receive a grade of 0.

Tips for success

Do all the reading and think about it. It is very difficult to fully engage with the topics we will be examining without doing the reading.

I always like to talk to you. If you are having trouble with the material or the way we use class time, let me know. Please come to my office hours or make an appointment for a better time to talk. We can try to identify the problem and explore new strategies that, hopefully, will lead to greater success for you. If there is something that you want to share with me anonymously, please put a note in my mailbox in McGannon 128.

I am happy to give you feedback on anything you are working on. For written assignments, I will read papers in any form (outlines, partial drafts, full drafts) *before* they are due, and I will give you oral feedback. Since my feedback will be oral, you will need to bring the work to me during office hours or another time we have scheduled.

Some of the phenomena discussed in this course – and some of the readings about them – are very disturbing. We need to think hard about these uncomfortable features of human communities if we are to understand them. I have selected course materials and activities that I think will support your learning, but you may come across material that makes you uncomfortable, perhaps particularly uncomfortable as a result of your own past experiences. If this is the case, we have several ways to alleviate discomfort:

- Discuss the situation in class. Our task in this class is to come to terms with some difficult concepts and behavior. We can help each other through this process.
- Come talk to me privately if there is something about your own experience that makes it hard to handle this information.
- If you are not comfortable discussing the issue with me directly, perhaps you can notify me through your academic adviser, another trusted faculty member, or a friend.

Class schedule

Sometimes, our discussions in class will throw us off schedule, but we will try to return to schedule as soon as possible. That could mean some changes in timing of quizzes, activities, or other assignments.

August 27 *Can we all just get along?*

National Conflict in Yugoslavia

Why might a country where people live together peacefully disintegrate into conflict?

August 29

Before class: read Peter Maass, *Love thy Neighbor*, ch. 1, "The Wild Beast," pp. 3-35.

Think about: Why can people treat each other so badly?

In class: Group activity to help us see how varying historical narratives contribute to conflict. You will be asked to take on an identity as a citizen of the former Yugoslavia. Working with other students who share that identity, you will develop a narrative that explains how your group views the origins of conflict in the 1990s.

Some materials to help with the class assignment:

V. P. Gagnon, Jr., "Serbia's Road to War," *Journal of Democracy* 5, no. 2 (April 1994): 117-131. (on Blackboard).

Radovan Karadzic, "I am a Nationalist," *Transition*, 30 June 1995 (on Blackboard).

Neal G. Jesse and Kristen P. Williams, "Bosnia: War in the Balkans," from *Ethnic Conflict: A Systematic Approach to Cases of Conflict* (Washington, D.C: CQ Press, 2011), pp. 141-188 (on Blackboard).

Team leaders will have some books. You may also use other sources.

September 3

Before class: read Maass, ch. 2, "Ground Zero," pp. 36-67.

Think about: Maass writes, "The blade of Balkan history was sharpened by the flint of myth" (p. 25). What does he mean? Do you think this is always true?

In class: Complete group project from August 29. Each group will share their narrative about the origins of conflict with the whole class.

After class: Hand in a brief (300 word) reflection: What about this class activity helped you empathize with people in the former Yugoslavia? What did not? E-mail these reflections as a Word document to ellen.carnaghan@slu.edu by 5pm, September 4.

September 5

Before class: read the following:

Maass, ch. 3, "Country of heroes," pp. 68-116

Slavenka Drakulic, *The Balkan Express* (New York: Harper Collins, 1993), pp. 86-105 (on Blackboard).

Think about: Is it possible not to take sides in a conflict like the one in Bosnia?

September 10

Before class: read Maass, ch. 4, "Merry Christmas, Sarajevo," pp. 117-192.

Think about: Why were U.N. peacekeeping forces so ineffective in the Bosnia conflict?

After class: Reflect on what you as a citizen owe or don't owe to people in other countries.

If you are interested in International Studies – or might be – please attend the International Studies Social, September 11, 2-4pm, in McGannon 144. There will be food and an opportunity to meet other students and professors. Professor Katagiri will talk about cybersecurity and international politics starting at 2:45.

September 12

Before class: read the following:

Maass, ch. 5, "Mr. Suicide," and ch. 6, "Pulling Out," pp. 193-247. (more next page)

Jeremy W. Peters, Michael M. Grynbaum, Keith Collins, Rich Harris and Rumsey Taylor, "How the El Paso Killer Echoed the Incendiary Words of Conservative Media Stars," *New York Times*, 11 August 2019.

<https://www.nytimes.com/interactive/2019/08/11/business/media/el-paso-killer-conservative-media.html?searchResultPosition=40>

Think about: Why are people susceptible to misinformation? Are you?

September 17

Before class: read the following:

Maass, ch. 7, "The Appeasers," and Epilogue, pp. 248-277.

Arend Lijphart, *Democracy in Plural Societies: A Comparative Exploration* (New Haven: Yale University Press, 1977), pp. 25-52 (e-reserve).

"A Framework for Bosnia: Text of an Accord by 3 Governments," *New York Times*, 27 September 1995, p. A8 (e-reserve).

Andrew Higgins, "In Bosnia, Entrenched Ethnic Divisions Are a Warning to the World," *New York Times*, 19 November 2018. <https://nyti.ms/2DwV0OK>

Think about: Maass writes, "Violent breakdowns can occur in virtually any country during times of economic hardship, political transition or moral infirmity" (p. 273). Do you agree?

Theories of Ethnic Conflict and Identification

Why do we identify with groups? Why do groups come into conflict? What do social scientists think?

September 19

Before class: read Walker Connor, "Beyond Reason: The Nature of the Ethnonational Bond," and "From Tribe to Nation?," from *Ethnonationalism: The Quest for Understanding* (Princeton: Princeton University Press, 1994), pp. 196-224 (on e-reserve).

Please attend the Political Science Welcome Back Lunch, 12-1, Behind McGannon Hall

Think about: Why does Connor think that ethnonationalism is more potent than patriotism?

September 24

Before class: read the following

Dusan Kecmanovic, *The Mass Psychology of Ethnonationalism* (New York: Plenum Press, 1996), pp. 35-48, 161-163 (on e-reserve).

Luc Sante, "Tourists and Torturers," *New York Times*, 11 May 2004, p. A27 (on e-reserve).

John Schwartz, "Simulated Prison in '71 Showed a Fine Line Between 'Normal' and

'Monster,'" *New York Times*, 6 May 2004, p. A14 (on e-reserve).

Think about: Can we transcend basic psychological tendencies to divide the world into "us" and "them"? How?

In class: Receive first essay assignment

September 26

Before class: read John Mueller, "The Banality of 'Ethnic War,'" *International Security* 25, no. 1 (Summer 2000): 42-70 (on e-reserve).

Think about: According to Mueller, who benefits from ethnic conflict?

In class: Quiz on all the material so far.

October 1

Before class: read Russell Hardin, "Self-Interest, Group Identify," in John Comaroff and Paul Stern, eds., *Perspectives on Nationalism and War* (Amsterdam: Gordon and Breach, 1995), pp. 15-45 (on e-reserve).

Think about: Hardin argues that it can be rational for ethnic groups to preemptively turn to violence. What social conditions make this choice more or less rational?

In class: Concept mapping exercise. Be sure you are up to date on the readings in this section in order to participate fully.

October 3

Before class: read Valerie Bunce, "Peaceful versus Violent State Dismemberment: A Comparison of the Soviet Union, Yugoslavia, and Czechoslovakia," *Politics & Society* 27, no. 2 (June 1999): 217-237 (on e-reserve).

After class: Hand in completed concept maps by 5pm on October 3. Either e-mail to ellen.carnaghan@slu.edu or hand in a hard copy in my mailbox in McGannon 128.

October 8 No new reading assignment, work on essays due on Thursday

October 10

In class: Begin final project due at end of the semester: collaborative writing project. The final project will help you integrate material from across the semester and possibly connect it to what you already know from other classes or personal experience. You will work in a small team of three students for this project. Each team will test a hypothesis about ethnic conflict or cooperation, and each team member will contribute information about a particular real-world case. For this project, you will be able to examine cases of ethnic conflict that we do not cover in-depth in class. You'll receive more information about this project in class.

During class, we will practice generating hypotheses about ethnic affiliation and ethnic conflict.

After class: Analytical essay due. E-mail a Word document to ellen.carnaghan@slu.edu by 5pm.

Religious Conflict in Northern Ireland

How is conflict sustained over time? How can we stop the cycle of conflict?

October 15

Before class: read John Conroy, *Belfast Diary*, ch. 1, “The Lay of the Land,” and ch. 2, “The Neighborhood,” pp. 1-65.

Think about: Why is it hard to leave history behind in Northern Ireland?

October 17

Before class: read the following:
Conroy, ch. 3, “The Rules of the Game,” pp. 67-106.

Kevin Toolis, “Volunteers,” from *Rebel Hearts: Journeys Within the IRA’s Soul* (New York: St. Martin’s Griffin, 1995), pp. 258-287 (on e-reserve).

Think about: Why might people join militias?

After class: Each team for the collaborative writing project must hand in a one-page document that describes their hypothesis and the work the team members will do to test it.

October 22 No class – Fall Break

October 24

Before class: read Conroy, ch. 4., “The Wall and the People Beyond It,” pp. 107-133.

Think about: Conroy says, “It occurred to me that the Orangemen assembled were proclaiming their Britishness in terms no one on the British mainland considered a twentieth-century sentiment, in outfits no one else in Britain would consider wearing, all the while claiming a history that hadn’t happened” (p. 123). How does a society get to this point?

Watch: Some Mother’s Son. More info will be provided.

After class: Hand in a brief (300 word) reflection. Why do you think Annie did not feel that she had choices that Kathleen had? E-mail a Word document to ellen.carnaghan@slu.edu by 5pm.

October 29

Before class: read Conroy, “The Neighborhood in Flames,” pp. 135-204.

Think about: How are communal conflicts socially constructed and maintained over time?

In class: Preparation for Northern Ireland Assembly simulation November 5.

October 31

Before class: read the following:
Conroy, Epilogue and Afterword, pp. 205-224. (continued next page)

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

Think about: Can conflict in Northern Ireland be solved without increasing economic opportunities?

November 5

Before class: read the following:

Toolis, “Chieftains,” pp. 288-332 (on e-reserve).

Patrick Kingsley, “Northern Ireland Is Sinking Into a ‘Profound Crisis,” *New York Times*, 20 November 2017. <https://nyti.ms/2hO1cte>

Richard Pérez-Peña, “What is the Irish Backstop, and Why Is It Holding Up Brexit?,” *New York Times*, 30 January 2019. <https://nyti.ms/2SeGNxB>

Ed O’Loughlin and Richard Pérez-Peña, “Lyra McKee, Northern Ireland Journalist, Is Killed in ‘Terrorist Incident,’ Police Say,” *New York Times*, 19 April 2019.

<https://nyti.ms/2v8JP9l>

In class: Simulation of the Northern Ireland parliament. You will become a member of one of the political parties represented in the Northern Ireland parliament, and you will try to get your party’s bill approved by the whole parliament, represented by the whole class. This project will help us identify challenges for political institutions created to take ethnic conflict off the streets.

After class: Reflect on the kinds of political institutions that might work in a post-conflict society.

Racial Conflict in South Africa and the US

How can we address the structural inequalities that both cause and result from conflict?

November 7

Before class: read Milton J. Esman, “South Africa: Multiple Cleavages,” from *Ethnic Politics* (Ithaca, NY: Cornell University Press, 1994), pp. 75-110 (e-reserve).

Think about: Was “blood” or “money” the more powerful incentive for the construction of the apartheid system?

November 12

Before class: read David Goodman, *Fault Lines: Journeys into the New South Africa*, “Victorious Victim,” pp. 1-76 (e-reserve).

Think about: Can there be reconciliation without justice?

In class: quiz on material from September 19-November 5

November 14

Before class: read the following:
Goodman, "The Vanquished Assassin," pp. 78-129. (on reserve)

Norimitsu Onishi and Selam Gebrekidan, "They Eat Money": How Mandela's Political Heirs Grow Rich Off Corruption," *New York Times*, 16 April 2018. <https://nyti.ms/2H07f9n>

Think about: Goodman says, "The apartheid state was a painstakingly crafted fantasy world, a political theme park created by and for Afrikaner nationalists and the privileged white elite." Why do people believe the fantasy?

November 19

Before class: read Nikole Hannah-Jones, "Our democracy's founding ideals were false when they were written. Black Americans have fought to make them true," *The New York Times Magazine*, 14 August 2019. <https://nyti.ms/2H63ygp>

Think about: Is the U.S. so different from South Africa?

In class: Prepare for academic debate. Are reparations of some kind are a proper response to long-term structural inequality.

November 21

Before class: read Richard Rothstein, "The Making of Ferguson: Public Policies at the Root of its Troubles," Economic Policy Institute, 15 October 2014, pp. 1-31 (e-reserve).

Think about: How did public policies increase racial inequality in the U.S.?

November 26	Team project due
-------------	------------------

November 28 No class – Thanksgiving

December 3

In class: Academic debate: Are reparations of some kind are a proper response to long-term structural inequality.

December 5

Before class: read the following:
Ilhan Omar, "It Is Not Enough to Condemn Trump's Racism," *New York Times*, 27 July 2019. <https://nyti.ms/2OiCv7F>

Charles M. Blow, "Two Sides of White Nationalism," *New York Times*, 5 August 2019. <https://nyti.ms/2YjUVcO>

Fernanda Santos, "I Felt Safe in America. Until El Paso." *New York Times*, 10 August 2019. <https://nyti.ms/2KCUUXX>

After class: Hand in short (300 word) reflection: Should we learn about conflict in parts of the world far from our homes? Why or why not?

December 12 FINAL EXAM, 2:30-3:30

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 through which SLU fulfills 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 full University-level Academic Integrity Policy can be found on the Provost’s Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has 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 or 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/arts-and-sciences/student-resources/academic-honesty.php>

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student’s eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor’s official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact Disability Services. Confidentiality will be observed in all inquiries.

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 that involves a Title IX matter, **that faculty member must notify SLU’s Title IX coordinator (or that person’s equivalent on your campus) and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. The Title IX contact 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.

For most students on the St. Louis campus, the appropriate contact is Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). 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 addresses: <https://www.slu.edu/here4you> and <https://www.slu.edu/general-counsel>.

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 assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit the [Student Success Center](#) to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit the [Student Success Center](#) or call the Student Success Center at 314-977-3484.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.