

GO 241 : ETHNIC CONFLICT AND THE GLOBAL SYSTEM
PROF. KATE GRANEY
Fall 2009

T /TH 9: 40-11 BOLTON 100

DESCRIPTION:

We will begin by taking a close and sustained look at the concept of “ethnicity”: what it is, how people experience it, and why it seems to cause so much trouble in the world. In this section we will examine various theories about the persistence of ethnic violence and genocide. We then turn to an examination of the concept of peoplehood and nationalism. Where do ideas of “peoplehood” and “national communities come from ? Why is the nation-state a prize that so many are willing to kill and die for ? How do multicultural states define their “peoplehood? We will look at this question by studying “multiculturalism and its discontents” in the Netherlands, Britain, France and Germany. We end this section by looking at two important contemporary cases of peoples whose sense of nationness had led them to state-seeking – Kosovo and Kurdistan. We will try to come to some conclusion about how the international community can best decide the important questions “Who Wants to Be A State and Who Gets to Be A State, and Why ?”

Learning Goals for this Course:

In this course I hope students will :

- acquire a working knowledge of the most important theoretical perspectives on ethnicity, national identity, peoplehood, ethnic conflict and state-seeking,
- gain a new appreciation for the multiplicity of methodological approaches that political scientists use to try to answer these questions (historical case study, quantitative analysis based on interview and survey data, legal analysis), and also an appreciation of the utility and limits of these approaches
- deepen and refine their research, analytical, and writing skills, particularly by becoming familiar with the new Writing Requirement in the Department of Government materials (brochure, *Hodges' Harbrace Handbook 17th ed.,.*)
- become inspire to pursue the theoretical and real-world implications of these ideas further

REQUIRED READINGS:

1. VARIOUS ARTICLES ON IN PACKET: SEE LISTING IN SYLLABUS
2. RIAN MALAN, *MY TRAITOR'S HEART*, 1990.
3. DANIEL CHIROT AND CLARK MCCAULEY, *WHY NOT KILL THEM ALL? THE LOGIC AND PREVENTION OF MASS POLITICAL MURDER*, 2006.
4. PAUL M. SNIDERMAN AND LOUK HAGENDOORN, *WHEN WAYS OF LIFE COLLIDE: MULTICULTURALISM AND ITS DISCONTENTS IN THE NETHERLANDS*, 2006.
5. JOEL S. FETZER AND J. CHRISTOPHER SOPER, *MUSLIMS AND THE STATE IN BRITAIN, FRANCE AND GERMANY*, 2005.
6. The *Hodges Harbrace Handbook*, 17th ed. , Wadsworth/Cenage Publishing, 2009.
(Available in the Reference section of the Skidmore Shop).

ASSIGNMENTS:

1. CLASS COMPORTMENT AND CLASS PARTICIPATION (25%)

Please see the copy of the Government Department Comportment Policy on pages 9-10 of this syllabus – I take this document and this part of your grade very seriously, and expect you too as well. This part of your grade also includes a **2-page “Personal Ethnohistory” due on THURSDAY SEPT 17**, other in-class writing assignments, **SEVERAL UNSCHEDULED QUIZZES**, and DAILY participation in class.

2. TAKE-HOME MIDTERM EXAM ON THEORIES OF ETHNICITY AND ETHNIC CONFLICT (25%)

DUE THURSDAY OCTOBER 29

3. 7-8 PAGE BRIEFING PAPER ABOUT A STATE-SEEKING MOVEMENT :
See separate handout for details on this assignment (25%)

DUE THURSDAY DECEMBER 10

4. TAKE HOME FINAL EXAM ON PEOPLEHOOD AND MULTICULTURALISM IN ADVANCED DEMOCRACIES (25%)

DUE DATE TBA (SOMETIME DURING EXAM WEEK)

****For all written assignments, please refer to the Writing Requirement in the Department of Government guidelines, available online at : http://cms.skidmore.edu/government/writing_guide/index.cfm**

SCHEDULE OF READINGS AND ASSIGNMENTS:

Th September 10 : Introduction to the Course

Tu September 15 : What is Ethnicity: Psychological Explanations for Ethnic Conflict

Harold Issacs, "Basic Group Identity: Idols of the Tribe", IN PACKET

Th Sept 17 **Two Page "Personal Ethnohistory" Due**

Biological Explanations for Ethnic Conflict

Pierre van den Berghe, *The Ethnic Phenomena*, "Ethnicity as Kin Selection", IN PACKET

and Tu Sept 22 : Political and Instrumental Explanations for Ethnic Conflict and Racism as a Form of Ethnic Conflict / Ethnic Identity

David A. Lake and Donald Rothchild "Ethnic Fears and Global Engagement", IN PACKET

George Fredrickson, "Understanding Racism", IN PACKET

Tu Sept 24: Learning and Living Ethnic Identity and Race I : South Africa

Malan, *My Traitor's Heart*, Book One p. 13-103

Th Sept 29: Learning and Living Ethnic Identity in S. Africa Con't

Malan, *My Traitor's Heart*, Book One p. 13-103, Continued

Th Oct 1:

Malan, *My Traitor's Heart*, read some of the vignettes in Book Two "Tales of Ordinary Murder" (Be sure to read the last one, p. 320-334),

Film : Last Grave at Dimbaza (1974, S. Africa)

Tu Oct 6 : NIGHT EVENT : DEBATE ON PALESTINE

Malan, *My Traitor's Heart*, Book Three, p. 339-419

Th Oct 8:

Malan, *My Traitor's Heart*, Book Three, p. 339-419

Tu Oct 13 : Learning and Living Ethnic Identity in N. Ireland

Darby, *Conflict in Northern Ireland*, 1-24, IN PACKET

Mulholland, *Northern Ireland : A Very Short Introduction*, 55-92, 107-112, 147-148, IN PACKET

Th Oct 15 : Northern Ireland, continued.

Film : Mirror, Mirror

Tu Oct 20: Resolving the Northern Ireland Problem ?

“Has the Northern Ireland Problem Been Solved ?”, John Coakley, *Journal of Democracy*, July 2008, IN PACKET

Th Oct 22 : From Ethnic Identity to Ethnic Conflict : PRELIMINARY BIBLIOGRAPHY AND RESEARCH UPDATE DUE

Chirot and McCauley, *Why Not Kill Them All ?* , 1-50

Tu Oct 27:

Chirot and McCauley, *Why Not Kill Them All ?*, 51-94

Th Oct 29: TAKE-HOME MIDTERM DUE

Chirot and McCauley, *Why Not Kill Them All ?* ,95-148

Tu Nov 3 : Hope for Ending Ethnic Conflicts ?

Chirot and McCauley, *Why Not Kill Them All ?* ,149-218

Th Nov 5 : Resolving Ethnic Conflicts

Barkan, Amending Historical Injustices in International Morality, from *The Guilt of Nations* (2006), IN PACKET

AND

Chayes and Minow, eds, *Imagine Coexistence: Restoring Humanity After Violent Ethnic Conflict*, p. 3-15, 21-31, 294-309, 325-333, IN PACKET

Tu Nov 10: Melting Pots and Multiculturalism : Ethnic Conflict Without the Violence ? : Eurabia and Londonistan ?

George, Weigel, “Europe and America: Yesterday, Today, and Tomorrow”, The Wriston Lecture at The Manhattan Institute, November 7, 2006 : IN PACKET

Niall Ferguson, “The Way We Live Now: Eurabia?”, NYTimes, 4/4/04 : IN PACKET

Simon Kuper, The Crescent and the Cross, Financial Times, 10/11/2007 : IN PACKET

Brendan O’Neill, “Losing the Plot”, New Statesman, 6/6/06 : IN PACKET

Th Nov 12 Non-territorial, Peaceful Accommodation of Ethnic Difference: Multiculturalism (PLUS: Methodology in the Social Sciences):

Sniderman and Hagendoorn, *When Ways of Life Collide: Multiculturalism and its Discontents in the Netherlands*, Ch. 1-3 (1-70)

Tu Nov 17 Non-territorial, Peaceful Accommodation of Ethnic Difference: Multiculturalism (PLUS: Methodology in the Social Sciences): CONTINUED

Sniderman and Hagendoorn, *When Ways of Life Collide: Multiculturalism and its Discontents in the Netherlands*, Ch. 4-6 (71-138)

Th Nov 19 Explaining Different Multiculturalisms in Democracies : Britain, France, Germany

Fetzer and Soper, *Muslims and the State in Britain, France and Germany*, p. 1-97

Tu Nov 24 Explaining Different Multiculturalisms in Democracies : Britain, France, Germany CONTINUED

Fetzer and Soper, *Muslims and the State in Britain, France and Germany*, p.98-168

Th Nov 26 : HAPPY THANKSGIVING : NO CLASS

Tu Dec 1 : Separatism and Self-Determination as a Way to Resolve Ethnic Conflicts and Kurdistan as a Wanna-Be State

Donald Horowitz, " Self-Determination: Politics, Philosophy and Law", p. 421-453 , IN PACKET

O'Leary and Salih, "The Denial, Resurrection and Affirmation of Kurdistan", from *The Future of Kurdistan in Iraq*, IN PACKET

Th Dec 3 : Kurdistan / Iraq Future

Galbraith, "Kurdistan in a Federal Iraq," from *The Future of Kurdistan*, IN PACKET

Tu Dec 8 : Kosovo : Of Blood and History

Charles Simic, "The Troubled Birth of Kosovo", *NYReview of Books*, March 2008 : IN PACKET

Daniel Serwer, "The Good, The Bad and the Ugly on Kosovar Independence", July 21, 2008: IN PACKET

Nenad Pejic, "Montenegro, Macedonia Take the Plunge on Kosovo", RFE/RL October 10, 2008: IN PACKET

Th Dec 10 : Impact of the Kosovo Conflict : Georgia and Beyond

RESEARCH PAPERS DUE IN CLASS

Olga Oliker, "Kosovo and South Ossetia More Different Than Similar", RFE/RL
August 25, 2008 : IN PACKET

Christopher Hitchens, "South Ossetia Isn't Kosovo", Slate, August 18, 2008; IN
PACKET

**DEPARTMENT OF GOVERNMENT
SKIDMORE COLLEGE**

**POLICY ON CIVILITY AND COMPORTMENT IN THE
CLASSROOM**

ADOPTED FALL 2005

The classroom experience is the heart of liberal education, and as such is the most important aspect of your Skidmore College education. Presumably, if you did not agree you would not be attending Skidmore. The faculty of the Government Department takes this understanding as the basis of our educational efforts. It is in an attempt to honor the centrality of the classroom experience that we offer this department policy on civility and comportment.

As is stated in the *Student Handbook*, your presence at Skidmore College is contingent upon your acceptance of, and full adherence to, the Skidmore College Honor Code. This honor code is distinct from the oath you take when writing a paper or taking an exam – it is in fact much more all-encompassing, and much more demanding.

The Code includes the following statement: “*I hereby accept membership in the Skidmore College community and, with full realization of the responsibilities inherent in membership, do agree to adhere to honesty and integrity in all relationships, to be considerate of the rights of others, and to abide by the College regulations.*” Elsewhere, the Code also calls all Skidmore students to “*conform to high standards of fair play, integrity, and honor.*”

What does it mean to do act honestly, with integrity, and according to high standards of fair play, particularly in the classroom? In our view, it includes, minimally, the following.

1. No student shall lessen the learning experience of others in the classroom by arriving late to class.
2. No student shall lessen the learning experience of others in the classroom by leaving the classroom while class is in session, except for true medical emergencies.
3. Cell phones must be turned off during class.

4. No student shall disrupt the learning experience of others in the classroom by talking to a neighbor, writing notes to other students, reviewing one's mail, reading the newspaper, completing homework for other classes, or playing with the laptop computer, while class is in session.
5. No student shall disrespect other Skidmore students, professors or the housekeeping staff by putting feet on the desks or other furniture in the classroom, or by leaving trash, food, or recyclables in the room at the end of the class session.

While we will hold all students to these minimal expectations, we also have some suggestions for those who seek to go beyond the bare minimum of civil classroom comportment to become the type of mature, responsible, active learners who are an asset to any classroom and society at large. These include the following.

6. Every student should take copious and meaningful notes both on assigned readings and during classroom sessions. Note taking is an important skill—if you do not already possess it, you should acquire it.
7. Every student should take some time to review the notes that he or she has taken on the day's assigned reading before each class meeting. You will be amazed how much more invested and engaged in the class you will feel if you go into the classroom well-prepared.
8. Disruptions in class can be a significant impediment to learning, and no member of the Skidmore community—including faculty and students—should tolerate them. Thus every student should take responsibility for holding his or her peers and classmates to both high academic standards and high standards of civility. If people around you are chatting, passing notes or otherwise detracting from the overall quality of YOUR classroom experience, don't let them get away with it.
9. Individual faculty members in the Government Department will determine the level of sanctions for disruptive behavior.