

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

Spring 2009

MWF 12:20 – 1 : 15 pm Ladd 206

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

--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. ROGERS SMITH, *STORIES OF PEOPLEHOOD*, 2005..
5. PAUL M. SNIDERMAN AND LOUK HAGENDOORN, *WHEN WAYS OF LIFE COLLIDE: MULTICULTURALISM AND ITS DISCONTENTS IN THE NETHERLANDS*, 2006.
6. JOEL S. FETZER AND J. CHRISTOPHER SOPER, *MUSLIMS AND THE STATE IN BRITAIN, FRANCE AND GERMANY*, 2005.

ASSIGNMENTS:

1. CLASS COMPORTMENT AND CLASS PARTICIPATION (25%)

Please see the copy of the Government Department Comportment Policy on pages 7-8 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 Monday January 26**, 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 FRIDAY MARCH 6

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

DUE WEDNESDAY APRIL 29

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

DUE DATE TBA

****For all written assignments, please see the Checklist of Expectations at the end of this syllabus.**

SCHEDULE OF READINGS AND ASSIGNMENTS:

W Jan 21: Introduction to the Course

F Jan 23: What is Ethnicity: Psychological Explanations for Ethnic Conflict

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

M Jan 26 **Two Page "Personal Ethnohistory" Due**

Biological Explanations for Ethnic Conflict

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

W Jan 28: Political and Instrumental Explanations for Ethnic Conflict

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

F Jan 30 : Racism as a Form of Ethnic Conflict / Ethnic Identity

George Fredrickson, "Understanding Racism", IN PACKET

M Feb 2 : Learning and Living Ethnic Identity and Race I : South Africa

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

W Feb 4: Learning and Living Ethnic Identity in S. Africa Con't

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

F Feb 6 :

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),

M Feb 9 :

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

W Feb 11:

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

F Feb 13 :

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

M Feb 16 : 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

W Feb 18:

Film : Mirror, Mirror

F Feb 20:

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

M Feb 23 : From Ethnic Identity to Ethnic Conflict

PRELIMINARY BIBLIOGRAPHY AND RESEARCH UPDATE DUE

Chirot and McCauley, *Why Not Kill Them All ?* , 1-45

W Feb 25 :

Chirot and McCauley, *Why Not Kill Them All ?*, 50-94

F Feb 27:

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

M Mar 2 : Hope for Ending Ethnic Conflicts ?

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

W Mar 4: 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

F Mar 6: Resolving Ethnic Conflicts, Continued AND Midterm Due

M Mar 7- F Mar 15 : SPRING BREAK

M Mar 16 No Class

W Mar 18 : The Power of “Peoplehood”

Rogers Smith, *Stories of Peoplehood*, p. 1-16 and 19-32

Fri Mar 20: Continued : QUIZ #1

Rogers Smith, *Stories of Peoplehood*, p. 32-71

M Mar 23 : Crafting Better Stories of Peoplehood

Smith, *Stories of Peoplehood*, 129-174

W Mar 25 : The American Story of Peoplehood

Smith, *Stories of Peoplehood*, 175-212

Fri Mar 27 : European Stories of “Peoplehood” : Eurabia and Londonistan ?

QUIZ #2

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

M Mar 30 : Eurabia and Londonistan, continued...

FILM : My Son, The Fanatic

W Apr 1 : Multiculturalism in Democracies : Netherlands

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

F Apr 3 : QUIZ #2

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

M Apr 6 Multiculturalism in Democracies : Britain, France, Germany

Fetzer and Soper, *Muslims and the State in Britain, France and Germany*, p. 1-24

W Apr 8

Fetzer and Soper, *Muslims and the State in Britain, France and Germany*, p. 25-97

F Apr 10 : QUIZ #3

Fetzer and Soper, *Muslims and the State in Britain, France and Germany*, p.98-129

M April 13 :

Fetzer and Soper, *Muslims and the State in Britain, France and Germany*, p. 130-168

W April 15 : State-seeking as Ethnic Accommodation

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

F April 18: OUTLINE AND FINAL BIBLIOGRAPHY FOR RESEARCH PAPER DUE

PAT FERRAOLI on TRIBAL SOVEREIGNTY

Monday April 21: Kurdistan as a Wanna-Be State

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

W April 23 : Kurdistan / Iraq Future

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

F Apr 25 : 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

M April 27 : Impact of the Kosovo Conflict : Georgia and Beyond

Olga Olikier, "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

**W April 29 : Discussion of Research Papers in Class : RESEARCH PAPERS
DUE IN CLASS**

**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.

Checklist for Evaluating Written Assignments
Prof. Kate Graney

ON-TIME

Reduction in Grade for Each Day Paper is Late

FORMAT

Title page

Double-Spaced

Page Numbers

Bibliography : Are All Citations Complete (Author, Journal Title, Publisher, Date)

STYLE

Spelling

Punctuation

Their/There

Grammar: Verb Tenses, Syntax

Creativity with Language

CONTENT

Length

Does the Paper Address Assigned or Chosen Topic ?

Use of Sources : Proper Balance of Internet vs. Library Sources (as indicated in assignment)

All Sources Cited and Cited Properly (Author Name, Date, AND PAGES CITED)

Strong and Coherent Argument Supported by Appropriate Evidence and Quotes