



University of New York  
Tirana

**Ethnic Conflict: The Case of the Balkans**  
Fall 2007

Lecturer: Enika Abazi, Ph.D.  
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Classes: Monday, 09.00-13.00  
Tutorials: Monday 13.00-14.00  
Classroom:

**Goals of the Course**

The purpose of this course is to develop an understanding of the nature of ethnicity, its role in politics, how political institutions can influence the course of ethnic conflict, and its relevance for international politics. This course will compare the experiences of different cases mainly taken from the Balkans to develop both a broader comprehension of a crucial aspect of comparative and international politics.

The **requirements** for this course are:

All students are required to attend the lectures. Students will be responsible for assignments, information, and schedule changes announced in lectures, even if they are absent. If you miss class, it is your responsibility to find out what you missed. Once class begins, do not leave. If you miss more than three classes, your participation grade (to be discussed below) will suffer.

Come prepared to discuss the relevant readings for each day and current events. The discussions are your chance to ask questions, and give your opinions. It is up to you to take advantage of the opportunity. Participation: **15% of your grade**, roughly divided between in-class participation in discussions and participation through the class's electronic participation. The class's electronic participation is meant to supplement and not replace either lectures or in-class discussion.

All the readings are required. They are fair game for the exams, even if they are not discussed at all in class, though many will be touched on at some point. Some may be less well-written than others, and even perhaps boring. However, the

purpose of this class is to learn more about the world around you, and that sometimes means reading dry material.

You are required to read a newspaper or a newspaper's webpage that covers national politics well [the New York Times](#), [the Wall Street Journal](#), [the Washington Post](#) or [the Economist](#) throughout the semester. Material from current events will be used in lectures, discussion sections, and will be fair game for exams, even if they are not discussed at all in the lectures or discussions.

**One short paper** (5-7 pages, 15% of one's grade). This paper, so very early in the semester, will apply the first two weeks worth of lectures and readings to each student's own experience. Do any of the various arguments presented in lectures and readings make sense of how you perceive your identity? What is your primary ethnic identity? What influences your perception of your identity and your perceptions of identity conflicts in your life and the world around you? Does your identity change? Can it? What do your experiences say about the concepts we have developed?

**One longer research paper** (10-15 pages) applying the concepts developed in the course towards an ethnic conflict of one's choosing (30%). Specifically, you will examine any ethnic conflict of your choosing (with modest oversight by the professor--to avoid duplication and insure feasibility), and develop arguments for what caused the conflict, explain the current situation of the conflict, and suggest the likely short-term future of the dispute. This paper will require students to incorporate the lectures and readings--that is, the assessment of causes, the explanation of the current situation, and the predictions of future events should draw upon the knowledge gained throughout the semester. Papers that do not refer to the course readings will fail. More details about expectations and do's and don't's will be posted and discussed later.

**One in-class exams** (15%), short identifications of key concepts from lectures, the readings, and also relevant current events.

**One take-home final** (25%), which will be comprehensive as it will require students to relate the materials covered in the first part of the semester with the cases discussed in the second half. Students will **not** be allowed to use their long research paper topic in their take home essay.

**Academic Integrity, Plagiarism, Fabrication, Cheating and Misconduct:**

You are responsible for doing your work, and not giving inappropriate assistance to others. Given the latest technologies, plagiarism is easier to do and easier to mistakenly do. You may, in papers and exams, cite the work of others and you ought to do so. If you use the work of others, make clear by citing it (a footnote or endnote is most appropriate, with the author of the article or book [be careful when citing articles in books--the author of the article, not the editor of the book, is the important fact that must be acknowledged], title of article or book, title of the book or journal that the article is found in, publisher, and date of publication.

To be clear, any idea or historical fact that is not your own and cannot be considered common knowledge (if the idea or fact can only be found in one or two sources), then cite the source.

When you hand in an assignment, make sure that everything is your own work or cited properly. Raise any question and concerns you have with the lecturer before problems arise. I consider enrolling in this course as your agreement to abide by the University Policy in Academic Integrity.

### **Professor's Responsibilities**

I am responsible for presenting the material as clearly as possible. If I talk too fast, ask for me to go slower. If I use concepts that we have not explained, ask me to clarify. I am responsible for being prepared for class, as are you. I will not be tricky or deceptive in what is required or our expectations. Readings and current events are fair game for exams, but I will not pick very small, insignificant details for the exams, but major arguments, concepts or events I am responsible for being available to answer your questions and concerns. Above, I list my office hours. These times are fair game for you to call or stop by--I will be there, unless we announce otherwise, or unless I face an emergency. If you cannot make these times, I will readily make an appointment with you.

I am responsible for grading your exams and assignments quickly and fairly. .

Due Dates:

Short Paper	<b>October, 29</b>
In Class Exam	<b>November 19</b>
Research Paper	<b>January 28</b>
Final Exam due (take-home)	<b>February 4</b>

### **Required Text:**

Donald Horowitz, *Ethnic Groups in Conflict*, Berkeley: University of California Press.

Ted Robert Gurr, *Peoples vs States, Minorities at Risk*, Wasington: United States Institute of Peace Press.

Milton Esman and Shibley Telhami, *International Organizations and Ethnic Conflict*, London: Cornell University Press. (already in library)

Alina Mungiu-Pippidi dhe Ivan Krastev *Nacionalizmi pas Komunizmit: Mesime te nxjera*. Budapest: Universiteti I Europes Qendrore

### **Course Outline**

**Week 1: Introduction**

**October, 8**

### **Part I: Fundamentals**

**Week 2 and 3: Identity**

**October, 15, 22**

Horowitz, *Ethnic Groups in Conflict*, chaps 1-2  
Gurr, *Peoples vs States, Minorities at Risk*, 3-20, 27-56, 65-95

## Part II: Conflict

### Week 4 and 5: Ethnic Conflict

October, 29, November 5

Horowitz, *Ethnic Groups in Conflict*, chaps 3-5

**Short Paper Due**

**October, 29**

### Week 6 and 7: Ethnic Politics

November, 12 and 19

Horowitz, *Ethnic Groups in Conflict*, chaps 7-10

**Exam (2 hours)**

**November 19**

### Week 8: Ethnic Politics and the Military

November 26

Horowitz, *Ethnic Groups in Conflict*, chaps 11-13

## Part III: Managing Ethnic Conflict

### Week 9 & 10: Political Institutions and Ethnic Conflict Management

December 3, 10

Horowitz, *Ethnic Groups in Conflict*, chaps 14-16

Gurr, *Peoples vs States, Minorities at Risk*, 151-132, 195-212, 223-261, 275-288.

**Recommended (soft copy to be provided)**

Barbara Walter, [Transitions from Civil War, IGCC Policy Paper 31](#)

## Part IV: International Relations of Ethnic Conflict

### Week 11: Secession and Irredentism, Intervention: Why and Why Not

December 17

Horowitz, *Ethnic Groups in Conflict*, chap 6.

Esman "Survey of Interventions," in Esman and Telhami, p. 21-47

Donnelly, "The Past, the Present and Future Prospects," in Esman and Telhami, 48-71

Rosberg and Jackson, "Why Weak States Exist" (soft copy to be provided)

Saideman, "Vulnerability vs. Ethnic Ties", (soft copy to be provided)

### Week 12: International Conflict Management

January, 7

Weinberger, "How Peacekeeping Becomes Intervention" in Esman and Telhami, p. 148-175.

Kaufman, "Possible and Impossible Solutions to Ethnic Civil Wars" *Int'l Security*, 1996 (soft copy to be provided)

Kaufman, "When all else fails" *Int's Security*, 1998(soft copy to be provided)

### **Recommended**

[United States Institute of Peace - Special Report: NGOs and the Peace Process in Angola](#)

## **Part V: Issues and Conflicts**

### **Week 13: Conflicts in the Balkans** **14**

**January,**

Woodward, "Redrawing Borders in a Period of Systemic Transition," in Esman and Telhami, 198-234

Larabee, "Long Memories and Short Fuses" *Int' Security*, 1990-91. (soft copy to be provided)

McIntosh et al, Minority Rights and Minority Rule: Ethnic Tolerance in Romania and Bulgaria, *Social Forces* 1995 (soft copy to be provided)

Kaufman, Spiraling to Ethnic wars, Moldova case, *Int' Security* 1996 (soft copy to be provided)

### **Week 14: Yugoslavia**

**January 21**

J. Gagnon, "Historical Roots of the Yugoslav Conflict," in Esman and Telhami, 179-197.

Burg, "The International Community and the Yugoslav Crisis," in Esman and Telhami, 234-271. Mungui-Pippidi, *Votuesit e Miloshevicit, ne Nacionalizmi pas Komunizmit*, 2004

Kunovic and Hodson, Conflict, Religion, Identity and Ethnic Intolerance in Croatia, *Social Forces*, 1999 (soft copy to be provided)

J. Gagnon, "Ethnic Nationalist Conflict and Int' Conflict. The Case of Serbia", *Int' Security*, 1994-1995, (soft copy to be provided)

Slack and Doyon "Ethnic Conflict: The case of Bosnia" *Journal of Peace Research*, 2001 (soft copy to be provided)

### **Recommended**

Skim [OHR The General Framework Agreement](#) (Dayton Accords)

### **Week 15:**

**January 28**

Gurr, *Minorities at Risk*, chap 8, 275-285

Telmami, "Changing Roles" in Esman and Telhami, 291-305

Meron, "The case for War Crime Trials," (to be provided in soft copy)

Revision of the class

**Research Paper Due**

**January 28**

**Be Prepared! Good Luck!**

**Final Take Home Exam Due**

**4 February**