MS 614 Ethnicity, Race, and the Church

Steven Ybarrola
ETHNICITY, RACE, AND THE CHURCH
MS 614/MB 745
Spring 2008

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Office Hours: Tuesday 10:00-12:00; Wednesday 9:30-11:00; or by appointment

Course Description:
This course is a cross-cultural, comparative study of the causes of both ethnic/racial conflict and cooperation. Various theories of ethnic conflict/cooperation will be examined using case studies from different parts of the world. A key focus of the course will be on how the complex issues related to ethnicity and race should be considered in the context of missions and evangelism.

Objectives:
1. To gain an understanding of the main terms and concepts dealing with the complex issue of inter-ethnic/racial relations.
2. To be exposed to some of the classic as well as more contemporary statements and studies of ethnicity and ethnic nationalism.
3. To gain an understanding of the causes of ethnic conflict in different parts of the world, as well as possible solutions to these conflicts.
4. To understand the role ethnicity and race play in missions and evangelism.
5. To conduct an in depth analysis of a particular case.
6. To further develop written and oral communication skills, critical reading and thinking skills, and leadership and group interaction skills.

Required Texts:
Eriksen, Thomas Hyland
Hughes, Dewi
Hutchinson, John and Anthony D. Smith
Volf, Miroslav
Grading:

- Attendance/Participation: 20%
- Activities: 25%
- Leading Class Discussion: 20%
- Term paper: 35%

90-100 = A+/-, 80-89 = B+/-, 70-79 = C+/-, 60-69 = D+/-, Below 60 = F

Grade meaning:
Following the guidelines set out in the Asbury Seminary catalog, I define the grades in the following manner:

- A: Exceptional work: surpassing, markedly outstanding achievement of course objectives.
- A-, B+: Very good work. Very strong, significant achievement of course objectives.
- B: Good work: strong, significant achievement of course objectives.
- B-, C+: Above acceptable work.
- C: Acceptable work: basic, essential achievement of course objectives.
- C-, D+: Below acceptable work.
- D: Marginal work: inadequate, minimal achievement of course objectives.
- D-, F: Unacceptable work: failure to achieve course objectives.

Incomplete Work (from the Asbury Catalog):
The official end of each term is 4:00 p.m. on the last day of the examination schedule. This hour is the deadline for handing in all course work. Each instructor may set an earlier deadline for submission of any or all course work. The student must petition the faculty person involved and the student’s advisor for permission to receive an “I” at the end of a semester.

A grade of “I” denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment.

If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as “F.”

COURSE OVERVIEW

Ethnic conflict is one of the defining characteristics of our age. On every continent and in almost every state, ethnic identity has become the quintessential means of group formation and mobilization. In the post-Cold War era ethnic conflict has become the greatest challenge to international stability and the utopian vision of a “New World Order.” Indeed, Billy Graham has stated, “Racial and ethnic hostility is the foremost social problem facing our world today” (http://www.intervarsity.org/news/the-presidents-page-648).
In this course we will try to make sense out of this complex, and often misunderstood, phenomenon using the following means:

1) **Reading a general text** (Eriksen) to give us an overview of the terms, concepts, and theories used in analyzing ethnicity, race, and nationalism.

2) **Reading articles** (Hutchinson and Smith) that supplement the text and present examples or a more in-depth analysis of different aspects of ethnicity and race.

3) **Reading other texts** that examine the issues from an explicitly Christian perspective (Hughes, Volf).

4) **Participating in class discussions.** This course is set up to emphasize student participation and de-emphasize lecturing. I expect that you will a) have read the material for the day, b) have done the activity associated with the reading(s), and c) come to class prepared to discuss the material. **On certain days you and your group will be responsible for leading discussion on some of the readings.**

5) **Examining certain cases of ethnicity, nationalism, and the church.** We will look in some detail at the case of the Basques in Spain, as well as the situation in Rwanda, Wales, and Bosnia.

6) **Researching a particular case** of ethnicity/race and the church somewhere in the world to study and analyze it in more detail, incorporating the concepts, issues, theories, and approaches from the class.

7) **MB 740 students:** You will write a longer, more in-depth research paper and you will be responsible for **leading at least one class session.**

**Activities:**

Every week you will participate in **Moodle discussion groups.** You will be placed in a group with others from the class, which will constitute your discussion group for the semester. We will be using **Moodle** in this course, which will allow you to post responses to the readings, and respond to what others in your group have posted (click [here](#) for general information on using Moodle). **Each week one person in your group will be selected to “lead” the discussion, and the others will respond to the leader’s post.** For more details on discussion groups click [here](#). The activities constitute **25% of your grade.**

In addition, you and your group will be **responsible for leading class discussion on the readings** when so designated in the schedule. This does not mean that you need to lecture on this material, but rather think of interesting and creative ways of engaging the other students with the material. Done well, this will allow you to develop group cooperation skills as well as teaching skills. I am always available to work with you and your group on how to creatively present the material.

**Paper:**

There won’t be a midterm exam as you will be doing weekly Moodle discussions on the material covered. For the final project you will write a research paper on a particular case of inter-ethnic/race relations as it relates to the church. An important component of this paper will be applying the concepts and theories we’ve discussed to your analysis. The paper should demonstrate to me that you have 1) a good understanding of the course concepts/theories, 2) the critical and analytical ability to use these to frame your analysis, and 3) a good grasp of the
issues related to the particular case you are examining.

**MS 650: 15-20 page final paper.**
**MB 740: 20-25 page final paper.**
Click [here](#) to see the criteria used to evaluate your final paper.

**Plagiarism and Other Academic Dishonesty:**
Plagiarism, defined in the Faculty Handbook (p. 83) as “the presenting of another’s ideas or writings as one’s own”, and cheating of any form are serious offenses and will result in an F for the assignment or the course.

**GUIDELINES FOR MOODLE GROUP DISCUSSIONS**

Each week a member of your discussion group will be selected to lead the discussion on the reading materials for the week. **The leader will submit his or her response on Moodle by 3:00 p.m. the Sunday before the next class session (late submissions will have points deducted).** The other members of the group will then respond to the leader’s post based on their understanding of the readings. These activities are meant to spark discussion of the materials prior to class in order to help you think through the material as well as prepare you for the class session. **All members of the group MUST post at least one response prior to the next class session.** Since this is a discussion, individuals in the group should respond to posts multiple times, and will be rewarded for doing so. As a general rule, if you respond with one significant posting, you can expect to receive between an 8 and 8.5 out of 10. Multiple significant responses will earn more points.

As a leader you should cover the following:

1) **What were your major learnings from the materials for that week?**
2) **What are key questions you have** that come out of the reading(s) that you would like others to address in their responses on Moodle? (Try to come up with at least 2 or 3).
3) **What are some of the mission implications of the material?**

All 3 components should be addressed in the leader’s post. The other students in the discussion group will respond to the leader’s post and will include other key points the leader may have left out.

I will read all the posts and submit comments occasionally. You will be evaluated according to the criteria listed below. In general, I am less concerned that you “correctly” understand the material than I am with the amount of thought and effort you demonstrate in your posts.
CRITERIA FOR EVALUATING GROUP DISCUSSION

9-10 = Demonstrated excellent effort in the discussion. Very well thought out and clearly articulated ideas. Demonstrated insightfulness and an excellent understanding of course materials.

8-8.5 = Demonstrated very good effort in the discussion. Well thought out and clearly articulated ideas. Demonstrated insightfulness and a very good understanding of course materials.

7-7.5 = Demonstrated good effort. Ideas are, in general, well articulated. Demonstrated a good understanding of the course materials.

5-6.5 = Demonstrated a minimal amount of effort. Ideas are, in general, not well developed or articulated. Does not demonstrate a very good understanding of course materials.

Below 5 = Demonstrated little or no effort or understanding of the material.

CRITERIA FOR EVALUATING YOUR RESEARCH PAPER

1. Mechanics:
   The paper is free of typos.
   The paper contains no formatting errors (e.g., margins, spacing).
   The paper has met the specifics for length and pages are numbered.

2. Execution:
   The introduction lets the reader know where the paper is going by clearly stating a thesis and the main points to be covered.
   The body has well-developed paragraphs that relate back to the thesis.
   The body stays “on track” and holds the reader’s attention.
   The conclusion pulls the essay together by drawing reasonable and well-stated conclusions based on the evidence presented in the essay.

3. Discretion:
   Statements made by the author are supported by good evidence and argumentation.
   Sources of information are cited in the text.
   There are adequate sources consulted to do justice to the subject matter.

4. Analysis:
   The paper demonstrates significant insight into the collection and analysis of data.
   There is a good balance between description and analysis.
   There is enough information presented to adequately analyze the case being presented.

5. Synthesis:
   The author demonstrates a significant understanding of concepts from the course.
   The author demonstrates a significant ability to apply the concepts from the course to a particular case.
USING MOODLE

1. The Course Information Center, in the center of your screen, contains many features to be used throughout the semester, including:
   a) **Course News and Announcements**, where I will post items important for the entire class;
   b) **Syllabus**, where a copy of the syllabus is provided;
   c) **To Professor**, which is a way for you to post a message directly to me and we can discuss an issue privately;
   d) **Course Questions**, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;
   e) **Prayer Forum**, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;
   f) **Open Forum**, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.

2. **Modules**, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

3. **Resources**, a section located on the left side, provides links to items you will want to use often in the semester.
SCHEDULE OF READINGS AND ASSIGNMENTS

Week 1—Feb. 13: COURSE INTRODUCTION; BASIC CONCEPTS
Reading: Eriksen (E) Chapter 1: “What is Ethnicity”, & Hutchinson and Smith (HS) Chapters 1 & 3.

Week 2—Feb. 20: CULTURAL VALUES, STEREOTYPES, PREJUDICE AND THE SOCIAL ORGANIZATION OF CULTURAL DISTINCTIVENESS
-Primordialism & Instrumentalism: HS Chapters 6, 7, 8, & 11;
-Ethnic Boundary Formation: HS Chapters 12, 23, 24, 35, & 36.
Activity: Moodle Discussion.
Group prep for class discussion:
-Group 2 will lead discussion on E Chapter 2 and HS Chapters 22 & 31;
-Group 3 will lead discussion on E Chapter 3 and HS Chapters 13 & 32.
Devotion: Group 1 will lead a 10 minute devotion.

Week 3—Feb. 27: IDENTITY, IDEOLOGY, AND ETHNOGENESIS
Reading: E Chapter 4: "Ethnic Identity and Ideology", & HS Chapters 10 & 14; E Chapter 5: "Ethnicity in History", & HS Chapters 2, 5, 18, & 21.
Activity: Moodle Discussion.
Group prep for class discussion:
-Group 4 will lead discussion on E Chapter 4 and HS Chapters 10 & 14;
-Group 5 will lead discussion on E Chapter 5 and HS Chapters 2, 5, 18 & 21.
Devotion: Group 2 will lead 10 minute devotion.

Week 4—March 5: NATIONALISM AND MINORITIES AND THE STATE
Reading: E Chapter 6: "Nationalism", & HS Chapters 47, 49, & 51; E Chapter 7: “Minorities and the State”, & HS Chapters 29, 39, 40, & 48.
Activity: Moodle Discussion.
Group prep for class discussion:
-Group 1 will lead discussion on E Chapter 6 and HS Chapters 47, 49, & 51;
-Group 2 will lead discussion on E Chapter 7 and HS Chapters 29, 39, 40 & 38.
Devotion: Group 3 will lead 10 minute devotion.

Week 5—March 12: IDENTITY POLITICS AND OTHER THEORIES OF ETHNIC/RACIAL GROUP FORMATION AND MOBILIZATION
Reading: E Chapter 8: “Identity Politics, Culture and Rights”;
Other Theories: HS Chapters 14, 15, 16, 37, 38, 45, 61, & 62.
Activity: Moodle Discussion.
Group prep for class discussion:
-Group 3 will lead discussion on E Chapter 8.
Devotion: Group 4 will lead 10 minute devotion.

Week 6—March 19: THE NON-ETHNIC; SUMMARY OF MAIN CONCEPTS
Reading: E Chapter 9: “The Non-Ethnic”;
Summary: Hicks, “Introduction: Problems in the Study of Ethnicity” (on Moodle).
Activity: Moodle Discussion.
Group prep for class discussion:
-Group 4 will lead discussion on E Chapter 9;
-Group 1 will lead discussion on Hicks (Summary).
Devotion: Group 5 will lead 10 minute devotion.

Week 7—March 26: CASE STUDY—RWANDA
Reading: Newbury “Ethnicity and the Politics of History in Rwanda” (on Moodle);
Clapham “Rwanda: The Perils of Peacemaking” (on Moodle).
Activity: Moodle Discussion.
Devotion: Group 1 will lead 10 minute devotion.

Week 8—April 2: NO CLASS—READING WEEK

Week 9—April 9: CHRISTIANITY AND ETHNIC IDENTITY PART I
Reading: Hughes Castrating Culture “Introduction” & Chapters 1-3.
Activity: Moodle Discussion.
Group prep for class discussion:
-Group 5 will lead discussion on the reading.
Devotion: Group 2 will lead 10 minute devotion.

Week 10—April 16: CHRISTIANITY AND ETHNIC IDENTITY PART II
Reading: Hughes, Castrating Culture Chapters 4-Afterword.
Activity: Moodle Discussion.
Group prep for class discussion:
-Group 4 will lead discussion on the reading.
Devotion: Group 3 will lead 10 minute devotion.

Week 11—April 23: BASQUE IDENTITY AND THE EVANGELICAL CHURCH
Reading: Kurlansky, The Basque History of the World, Chapters 1 & 2 (on Moodle);
Zulaika, “The Tragedy of Carlos” (on Moodle);
Ybarrola, “Christianity and Ethnic Identity in the Peninsular Basque Country” (on Moodle).
Activity: Moodle Discussion.
Group prep for class discussion:
- Group 5 will lead discussion on the Kurlansky reading.
- Group 1 will lead discussion on the Zulaika reading.
- Ybarrola will lead discussion on the Ybarrola reading 😊

Devotion: Group 4 will lead 10 minute devotion.

Week 12 — April 30: IDENTITY, OTHERNESS, AND RECONCILIATION
Reading: Volf “Introduction” through Chapter III.
Activity: Moodle Discussion.
Group prep for class discussion:
- Group 2 will lead discussion on the reading.
Devotion: Group 5 will lead 10 minute devotion.

Week 13 — May 7: IDENTITY, OTHERNESS, AND RECONCILIATION
Reading: Volf Chapters IV-VII, & HS Chapters 43 & 44.
Activity: Moodle Discussion.
Group prep for class discussion:
- Group 3 will lead discussion on the reading.
Devotion: Group 1 will lead 10 minute devotion.

Week 14 — May 14: CASE STUDY DISCUSSION
Activity: Work on your research project.
Devotion: Group 2 will lead 10 minute devotion.

Week 15 — May 19-23: FINALS WEEK: WE WILL MEET DURING THE FINAL EXAM PERIOD
***PAPER DUE BY 5:00 P.M. ON THE DAY OF THE FINAL***