

Political Science/International Studies 318

Fall 2015

“The Comparative Study of Genocide”

Professor Scott Straus

LECTURE
Van Vleck B130
Mondays/Wednesdays 2:30-3:45

OFFICE HOURS
Mondays 4:00-5:00 pm
Thursdays 1:15-2:15 pm
110 North Hall
sstraus@wisc.edu

TEACHING ASSISTANTS

Rachel Jacobs:
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Sections: 304, 305, 307

SECTION SCHEDULE

Sec #	Start	End	Day	Location
302	Tues	2:25 PM	3:15 PM	Soc Sci 6314
303	Thurs	9:55 AM	10:45 AM	White 7117
304	Mon	11:00 AM	11:50 AM	Sterling 2323
305	Tues	12:05 PM	12:55 PM	White 7115
306	Thurs	3:30 PM	4:20 PM	White 7111
307	Tues	11:00 AM	11:50 AM	Soc Sci 6105
308	Wed	12:05 PM	12:55 PM	Noland 539
309	Mon	9:55 AM	10:45 AM	Sterling 2339
310	Tues	9:55 AM	10:45 AM	White 7117
311	Mon	12:05 PM	12:55 PM	Soc Sci 6105
312	Weds	1:20 PM	2:10 PM	Noland 553

COURSE DESCRIPTION

This course will examine the origins and forms of what a legal scholar once called an “odious scourge”: genocide. For years, genocide mainly referred to the Nazi attempt to exterminate the Jews during World War II. However, since the end of the Cold War events in Eastern Europe, Central Africa, and elsewhere have drawn scholars’ attention to genocide as a political phenomenon that may be studied across regions and time periods. This course is designed to introduce students to the major debates surrounding the study of genocide: how should “genocide” be defined? What problems exist with the concept of “genocide”? Is genocide primarily an international crime belonging to courts and tribunals or is it a macro-social event that social scientists can study? What are the major theories explaining genocide and how effective are these theories? Is every case unique or do all the cases demonstrate consistent patterns? Finally, how might genocide be prevented? The course will draw attention to these questions through the study of particular cases: in particular, the Armenian genocide, the Holocaust, Cambodia under the Khmer Rouge, the dissolution of Yugoslavia in the late 1990s, and Rwanda in 1994. The course will also take stock of “negative cases”—places that have the theoretical ingredients of genocide but where some other outcome occurs. Although ethical and policy concerns will underlie the discussion of each case, as they do whenever genocide is the topic of study, our main objective will be to examine the determinants of genocide.

REQUIRED TEXTS

Doris Bergen, *War & Genocide: A Concise History of the Holocaust*, 2nd Edition (Lanham, MD: Rowman and Littlefield Publishers, 2009).

Samantha Power, *'A Problem from Hell': America and the Age of Genocide* (New York: Basic Books, 2002).

Joe Sacco, *Safe Area Gorazde: The War in Eastern Bosnia, 1992-1995* (Seattle: Fantagraphics Books, 2000).

Scott Straus, *Making and Unmaking Nations: War, Leadership, and Genocide* (Ithaca: Cornell University Press, 2015).

Loung Ung, *First They Killed My Father: A Daughter of Cambodia Remembers* (New York: HarperCollins, 2000).

* These books will be available at the UW Bookstore. Many are available used. You may also order them from an online bookseller. Copies of each of the books should also be on reserve at the College Library.

E-RESERVES

In addition to the books for sale, I will place a number of electronic readings on the learn@uw website.

COURSE REQUIREMENTS

The formal assignments for the class are the following: attendance and participation in a discussion section, an in-class midterm examination, a research paper, and a final examination. Students are expected to attend all lectures and to keep up with weekly reading assignments. Students are also expected to attend and to participate regularly in discussion sections. Students will be asked to prepare one question or comment to discuss in section each week. The midterm will be a combination of identification questions and short essays. The final, which will be comprehensive, will be a combination of identifications, short essays, and a long essay.

PAPER

You will have a choice on the paper assignment. You may do one of three things. First, you may take a case of genocide or non-genocide not covered in class and compare that case systematically to one that we have studied in class. The comparison should be empirically and theoretically oriented. In what ways are the patterns of violence similar? If they are different, are those differences significant and what explains them? Overall, what does the comparative analysis tell you about theories of genocide? Second, you may design your own approach to genocide prevention, proposing one military means of intervention and one non-military means of intervention. Your proposal must be empirically and theoretically grounded. That means you want to develop a proposal on how outsiders can act based on your analysis of what drives genocide in the first place. You need to specify which outsiders would implement your proposal. Third, you may write on a topic of your choosing. If you choose the latter, you must do so in careful consultation with your Teaching Assistant, and you must be clear to develop, specify, and answer a research question.

The final paper should be 8-10 pages in length, double-spaced with 12-point font. Your name, the date, and the course number should be at the top of every sheet of the paper. Staple all pages. The papers themselves are due at the beginning of class on December 9th. Every 24 hours that the papers are late you will receive a full letter grade deduction.

The papers will be graded on the quality of writing, research, and argument. Writing refers to the quality of grammar, syntax, organization, and overall presentation of the work. Research refers to the independent research that you do, both the quality and quantity of outside material that you consult for the paper. Argument refers to the overall analysis and claims that you make in the paper. To receive an "A," you must demonstrate excellence on all three dimensions of the paper.

We shall require that you complete a worksheet for the paper, which you should deliver to your Teaching Assistant not later than November 9th. The worksheet must specify what the general focus of your paper is; identify at least four sources that you intend to research; and specify an initial research question, hypothesis, or proposal (depending on which assignment you choose).

GRADING

Mid-Term examination: 20%

Paper: 30%

Final Examination: 25%

Discussion Section: 25%

GRADING BREAKDOWN

The grading scale used in the class is the standard scale used in most courses on campus:

A: 93-100

AB: 88-92

B: 83-87

BC: 78-82

C: 70-77

D: 60-69

F: 59 or lower

CLASSROOM DISCUSSION

Given the number of students enrolled in the class, there will be little allotted time for open discussion. However, should you have a question about the reading or lecture, please raise your hand and pose the question when called upon. I will expect you to demonstrate a common level of respect for your classmates and the instructor when speaking.

SECTION SWITCHING

Section switching in the course will be possible. Our strong preference is that you seek to switch to another section taught by your current Teaching Assistant. If your schedule does not permit switching into one of your TA's other sections, then please email both your current TA and the TA whose section you wish to enter. Please make your request by the end of the first week of classes, i.e. by Friday September 4th at noon, and please also cc Rachel Jacobs on your email: rpjacobs@wisc.edu. We will do our best to accommodate as many students as possible.

ACADEMIC HONESTY

All work must be your own. Undocumented borrowing of someone else's work or ideas is plagiarism, an academic crime that results in disciplinary action. If you are caught plagiarizing or cheating, I will report the offense and expect to fail you in the class.

DISABILITIES AND SPECIAL NEEDS

If you have special needs or a disability, you should contact your Teaching Assistant or me as early in the semester as possible in order to coordinate necessary arrangements.

Course Outline and Schedule

I. INTRODUCTION

September 2: Course Introduction

September 7: NO CLASS (Labor Day)

II. History and Definitions of “Genocide”

September 9: Raphael Lemkin and the U.N. Genocide Convention

Samantha Power, *A Problem from Hell*, pp. xi-xxi and 1-60.

September 14: Definitions of Genocide and Their Problems; Alternative Approaches and Concepts

Samantha Power, *A Problem from Hell*, pp. 60-85.

David Scheffer, “Genocide and Atrocity Crimes,” *Genocide Studies and Prevention* 1:3 (2006), pp. 229-250 (on-line).

Scott Straus, *Making and Unmaking Nations*, Chapter 1.

III. THEORIES OF GENOCIDE

September 16: Macro Theories

Gregory Stanton, “The Eight Stages of Genocide,” in Samuel Totten and Paul Bartrop, *The Genocide Studies Reader* (New York: Routledge, 2009), pp. 127-129.

Michael Mann, *The Dark Side of Democracy: Explaining Ethnic Cleansing* (New York: Cambridge University Press, 2005), pp. 1-33.

Scott Straus, *Making and Unmaking Nations*, Chapter 3.

United Nations Special Adviser on the Prevention of Genocide, Analysis Framework, available at <http://www.un.org/en/preventgenocide/adviser/>.

September 21: Macro Theories (cont)

Benjamin Valentino, *Final Solutions: Mass Killing and Genocide in the Twentieth Century* (Ithaca: Cornell University Press, 2004), pp. 66-90.

Barbara Harff, "No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Mass Political Murder since 1955," *American Political Science Review* 97:1 (2003), pp. 57-73.

September 23: NO CLASS (Religious Holiday)

September 28: Micro Theories

Stanley Milgram, *Obedience to Authority: An Experimental View* (New York: Harper and Row, 1973), pp. 1-12.

James Waller, *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing* (Oxford: Oxford University Press, 2002), pp. 29-49.

Ervin Staub, *The Roots of Evil: The Origins of Genocide and Other Group Violence* (New York: Cambridge University Press, 1999), pp. 13-34.

Abram de Swann, *The Killing Compartments: The Mentality of Mass Murder* (New Haven: Yale University Press, 2015), 48-70.

September 30: Micro Theories (cont)

Daniel Jonah Goldhagen, *Hitler's Willing Executioners: Ordinary Germans and the Holocaust* (New York: Knopf, 1996), pp. 1-24.

Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: Harper Collins, 1998), pp. 159-189.

IV. THE ARMENIAN GENOCIDE

October 5,7

Ronald Suny, *They Can Live in the Desert but Nowhere Else: A History of the Armenian Genocide* (Princeton: Princeton University Press, 2015), pp. xi-xxii, 208-327.

V. THE HOLOCAUST

October 12, 14

Doris Bergen, *War & Genocide*, pp. ix-130.

October 19, 21

Doris Bergen, *War & Genocide*, pp. 131-220.

**** IN-CLASS MID-TERM October 26**

VI. COMMUNIST MASS KILLING WITH A FOCUS ON CAMBODIA UNDER THE KHMER ROUGE

October 28

Start Loung Ung, *First They Killed my Father*.

November 2, 4

Continue Loung Ung, *First They Killed my Father*, read through p. 174

Norman Naimark, *Stalin's Genocides* (Princeton: Princeton University Press, 2010), pp. 1-29.

VII. THE DISSOLUTION OF YUGOSLAVIA

November 9, 11

Start Joe Sacco, *Safe Area Gorazde*

***** PAPERS WORKSHEETS DUE NOVEMBER 9*****

November 16

Finish Sacco: *Safe Area Gorazde*

Samantha Power, *A Problem from Hell*, pp. 391-442

VIII. RWANDA

November 18

Scott Straus, *Making and Unmaking Nations*, Chapter 9.

November 23, 30

Scott Straus, *The Order of Genocide*, pp. 95-152 (online)

November 25: No Class, Thanksgiving

IX. NEGATIVE CASES

December 2: Côte d'Ivoire

Straus, *Making and Unmaking Nations*, Chapter 5.

December 7: Mali

Straus, *Making and Unmaking Nations*, Chapter 6.

X. DILEMMAS OF INTERVENTION

December 9: Doctrines and Problems

Presidential Study Direction 10, available online
at <http://www.whitehouse.gov/the-press-office/2011/08/04/presidential-study-directive-mass-atrocities>.

Scott Straus, *Making and Unmaking Nations*, Conclusion and Appendix.

Samantha Power, *A Problem from Hell*, pp. 503-516.

***** PAPERS DUE AT THE BEGINNING OF CLASS DECEMBER 9*****

XI. CONCLUSION

December 14: Finish Intervention, Conclude, and Review for Final

XII. FINAL EXAMINATION

December 19, 7:25 pm-9:25 pm