

CONF 625:003 Engaging Conflicts: Genocide and Atrocity Prevention

Spring 2017

The School for Conflict Analysis and Resolution

George Mason University

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Meeting Day, Tuesdays 4:30 to 7:10

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Room: Founders Hall 317

Course Description:

S-CAR Engaging Conflicts Courses

This course will provide students an experiential opportunity to consider the relationship between social science theories and conflict analysis and resolution work; and engagement in a variety of forms with real world conflict. The course will provide students the opportunity to engage in research and practice activities, choosing the appropriate modalities for the conflict they are engaging with.

Genocide and Atrocity Prevention

Genocide and Atrocity Prevention is an increasingly important field of research, education, and practice around the world. The course prepares students to understand genocide as a unique phenomenon, and analyze genocide and mass atrocities within a wider spectrum of violence and conflict processes. This will provide students with the ability to apply a Conflict Analysis and Resolution lens to thinking critically and practically about how genocide and mass atrocities occur, and how they can be stopped and prevented. Students will also gain skills to analyze the connection between genocide and mass atrocities and economic, social, political, and psychological processes, in cultural and historical contexts.

Most importantly, students will gain hands-on experience engaging in the field of genocide and atrocity prevention. Towards this end, students will be graded according to the following criteria:

Theory, 25%

Practice, 50%

Reflection, 25%

Course Objectives

Engaging Conflict Course Learning Objectives:

- Students learn to identify and select appropriate practices(s) (as advocates, activists, scholars, analysts and conflict resolution practitioners)
- Students learn to develop research and/or practice projects and skills necessary to implement them
- Students learn to assess the intervention and its resolution and outcomes
- Students are able to identify and develop strategies to address ethical dilemmas encountered while engaging with conflicts

By the end of the semester, students will

- Understand the conceptual frameworks used to analyze mass violence and mass atrocities
- Understand the connection between conflict and mass violence
- Understand the most common early warning and early prevention systems used to assess the likelihood of mass violence

- Understand the challenges of preventing mass violence and large-scale atrocities

Students will also gain experience in the practice and reflective practice of genocide, atrocity, and mass violence prevention.

What is Practice?

From Cheldelin, Druckman and Fast, Eds. Chapter 2, “Theory, Research, and Practice.”

Practice is the work that professionals do in the field that involve their clients, the range of cases they are called upon to help, and their performance in professional—and, usually conflictual—situations. These include but are not limited to negotiators, facilitators, mediators, consultants, peace builders and other conflict resolvers. Professional practice requires a specialist who encounters certain types of situations again and again, whereby their knowing-in-practice, as Schön (1983) describes it, becomes tacit, spontaneous, and nearly automatic. Over time professional practitioners gain an extraordinary knowledge base that we like to believe has at its roots both theories derived from scientific research and the wisdom of practical experience. What we know is that at the heart of what it means to be a professional practitioner is the service provided to clients.

What is Reflective Practice?

This course is anchored, theoretically and practically, on applied ethics, a normative value framework that goes beyond the traditional ethical framework of “neutrality.” The course uses “reflective practice” as the method by which we grow as human beings and as theorists, researchers, and practitioners; it refers to the process by which persons learn, with others, from reflection on their experience.

This semester we will engage in the practice, and reflective practice, of genocide and atrocity prevention. Our reflective practice in this field will provide experience that applies to all other fields of Conflict Analysis and Resolution, with the aim to remove barriers between theory and practice, and to cultivate a dedication “praxis”, to better understand and contribute to the solution of serious social conflicts.

Course Requirements

Theory requirement:

- Two (2) 2,000-word reaction essays that ONLY cite readings from the syllabus
- Two (2) course presentations

Practice requirement:

- Semester long practice project with:
 - The US Holocaust Memorial Museum
 - National Governments (see below)
 - Local diaspora groups in the Washington D.C. area
 - Internship with a local NGO, as organized and arranged by the student

Reflection:

- Two (2) 2,000-word self-reflection essays on your practice, connecting theory to practice
- Two (2) presentations on your practice, connecting theory to practice

Readings

Required to buy:

1. Jens Meierhenrich, *Genocide: A Reader* (Oxford University Press, 2014)
2. Doris Bergen, *War and Genocide: A Concise History of the Holocaust* (Rowman & Littlefield, 2009, must get 2nd ed. or later).
3. Alexander Hinton, *Man or Monster? The Trial of a Khmer Rouge Torturer* (Duke UP, 2016).
4. Alexander Hinton, *Why Did They Kill? Cambodia in the Shadow of Genocide* (U of California Press, 2003)
5. Kurt Mills, *International Responses to Mass Atrocities in Africa: Responsibility to Protect, Prosecute, and Palliate* (UPenn Press, 2015).
6. Davide Rodogno, *Against Massacre: Humanitarian Interventions in the Ottoman Empire, 1815-1914* (Princeton UP 2015)
7. Sheri P. Rosenberg, Tibi Galis, and Alex Zucker, *Reconstructing Atrocity Prevention* (Cambridge UP, 2015).
8. Martin Shaw, *What is Genocide? 2nd edition* (Polity, 2013).
9. Scott Strauss, *Fundamentals of Genocide and Atrocity Prevention* (available for free from US Holocaust Memorial Museum website).
10. Scott Strauss, *The Order of Genocide: Race, Power, and War in Rwanda* (Cornell UP, 2004).
11. Andrew Woolford, *This Benevolent Experiment: Indigenous Boarding Schools, Genocide, in Canada and the United States* (University of Nebraska Press, 2015).
12. James Waller, *Confronting Evil: Engaging Our Responsibility to Protect* (Oxford UP, 2016).

Assignments

Theory requirement:

- Paper 1, DUE **February 21**
2,000 word reaction essays that ONLY cite readings from the syllabus
Paper must advance a thesis on mass violence, atrocities, and its causes and preventions as it relates to your intended practice
- Paper 3, DUE **April 11**
2,000 word reaction essays that ONLY cite readings from the syllabus
Paper must advance a thesis on mass violence, atrocities, and its causes and preventions as it relates to your intended practice
- Presentation 1, as assigned
Each week, one team of students take the lead on leading a class discussion. They will be responsible for dividing the work equally, crafting presentations, and leading a class conversation. Presentations should be timed for 20 minutes, PowerPoint is optional. Students are responsible for presenting core content to the class, and leading an inclusive conversation by posing key questions.
- Presentation 2, as assigned
Each group will present twice per semester.

Practice requirement:

- Semester long practice project with:

The US Holocaust Memorial Museum

Two internships are available to work at the US Holocaust Memorial Museum, under the direction of Dr. Victoria Barnett, Director of the Museum's Program on Religion and Ethics. Dr. Barnett is developing a project on genocide education. Positions are competitive, within the class. CV's and statement of purpose required.

National Governments

The governments of Kenya, Tanzania, Uganda, DR Congo, South Sudan, and Central African Republic have agreed to hire students from our class to work, as consultants or employees, on their National Committees for Mass Atrocity Prevention. Kenya, 3 positions. Tanzania, 2 positions. Uganda, 2 positions. DR Congo, 1 position. South Sudan, 1 position. CAR, 1 position.

Students will be hired on a provisional basis from January until May, 2017, on a probationary no-pay contract. After May, if mutually agreed upon by the student and the Committee, the student can stay on in a full

time capacity.

The students will communicate twice per week via Skype with the Committee director, working remotely. Students will also apply for funding through grants to support their work on a permanent basis.

Students will be invited to attend the next global working group on mass violence prevention organized by the Swiss government, as part of their national delegation.

Local diaspora groups in the Washington D.C. area

In class, I will explain what options are available in the local DC area. Students will work with the local community / group to understand how they respond to mass violence, atrocities, or genocide, through advocacy, memory, memorialization, narratives, and more.

Internship with a local NGO, as organized and arranged by the student

Other ideas? Please talk to me

- Grading will be determined by an evaluation conducted by your immediate supervisor and/or the professor's continued assessment of your progress over the semester.

Reflection:

- Paper 2, DUE **March 21**
2,000-word self-reflection essay on your practice, connecting theory to practice. We will discuss this later.
- Paper 4, DUE **May 2**
2,000-word self-reflection essay on your practice, connecting theory to practice.
- Presentation 1 on your practice, connecting theory to practice.
Each week, while one team of students takes the lead on leading a class discussion, the other team of students will be required to RESPOND to students doing the presentation. This means you will have to do the week's readings, and be prepared to help your classmates carry the conversation while drawing on your practice experience.
- Presentation 2 on your practice, connecting theory to practice.

Course Schedule

The Course Schedule is subject to change.

January 24—Key Concepts, Genocide, Mass Atrocities, Atrocities, War Crimes, Crimes Against Humanity, Mass Killing, Massacre, Murder, etc.

from Meierhenrich:

Raphaël Lemkin, *Axis Rule in Occupied Europe: Laws of Occupation, Analysis of Government, Proposals for Redress* (1944)

William A. Schabas, *Genocide in International Law: The Crimes of Crimes* (2009)

Mahmood Mamdani, "The Politics of Naming: Genocide, Civil War, and Insurgency," *London Review of Books* (2007)

Convention on the Prevention and Punishment of the Crime of Genocide, adopted by Resolution 260(III) A of the United Nations General Assembly, December 9, 1948

Rome Statute of the International Criminal Court The Legal Definition, Revised, U.N. Doc. A/CONF.183/9

Journal Articles:

David Scheffer, (2006) "Genocide and Atrocity Crimes," *Genocide Studies and Prevention: An International Journal*: Vol. 1: Iss. 3: Article 3. Available at:
<http://scholarcommons.usf.edu/gsp/vol1/iss3/3>

Martha Minow, (2007) "Naming Horror: Legal and Political Words for Mass Atrocities," *Genocide Studies and Prevention: An International Journal*: Vol. 2: Iss. 1: Article 5. Available at: <http://scholarcommons.usf.edu/gsp/vol2/iss1/5>

William A Schabas,. (2007) "Semantics or Substance? David Scheffer's Welcome Proposal to Strengthen Criminal Accountability for Atrocities," *Genocide Studies and Prevention: An International Journal*: Vol. 2: Iss. 1: Article 4. Available at:
<http://scholarcommons.usf.edu/gsp/vol2/iss1/4>

Mark Levene, (2007) "David Scheffer's "Genocide and Atrocity Crimes": A Response," *Genocide Studies and Prevention: An International Journal*: Vol. 2: Iss. 1: Article 10. Available at: <http://scholarcommons.usf.edu/gsp/vol2/iss1/10>

January 31—What is Genocide?

Martin Shaw, *What is Genocide?* (2nd edition)

from Meierhenrich:

Barbara Harff and Ted Robert Gurr, "Toward Empirical Theory of Genocides and Politicides: Identification and Measurement of Cases Since 1945," *International Studies Quarterly* (1988)

R.J. Rummel, *Death by Government* (1994)

Israel W. Charny, "Toward a Generic Definition of Genocide," in George J. Andreopoulos, ed., *Genocide: Conceptual and Historical Dimensions* (1994)

Christian Gerlach, *Extremely Violent Societies: Mass Violence in the Twentieth-Century World* (2010)

Nancy Scheper-Hughes, "The Genocidal Continuum: Peace-Time Crimes," in Jeannette Mageo, ed., *Power and the Self* (2002)

Eric D. Weitz, *A Century of Genocide: Utopias of Race and Nation* (2003)

Helen Fein, *Genocide: A Sociological Perspective* (1991)

PRESENTATION GROUP 1

REFLECTIVE GROUP 6

February 7—Why do we kill? How can we stop?

Doris Bergen, *War and Genocide: A Concise History of the Holocaust* (Rowman & Littlefield, 2009, must get 2nd ed. or later).

from Meierhenrich:

Benjamin A. Valentino, *Final Solutions: Mass Killing and Genocide in the 20th Century* (2004)

Manus Midlarsky, *The Killing Trap: Genocide in the Twentieth Century* (2005)

Michael Mann, *The Dark Side of Democracy: Explaining Ethnic Cleansing* (2005)

Zygmunt Bauman, *Modernity and Holocaust* ([1989] 2000)

PRESENTATION GROUP 2

REFLECTIVE GROUP 5

February 14—Why Do We Kill? How Can We Stop?

Scott Strauss, *The Order of Genocide: Race, Power, and War in Rwanda* (Cornell UP, 2004).

from Meierhenrich:

Ivo Banac, "The Politics of National Homogeneity," in Brad K. Blitz, ed., *War and Change in the Balkans: Nationalism, Conflict and Cooperation* (2006)

Thomas Kühne, *Belonging and Genocide: Hitler's Community, 1918-1945* (2010)

Geoffrey P. Megargee, *War of Annihilation: Combat and Genocide on the Eastern Front, 1941* (2007)

Omer Bartov and Phyllis Mack, "Introduction," in idem., eds., *In God's Name: Genocide and Religion in the Twentieth Century* (2001)

Val Percival and Thomas Homer-Dixon, "Environmental Scarcity and Violent Conflict: The Case of Rwanda," *Journal of Environment and Development* (1996)

Jacques Semelin, *Purify and Destroy: The Political Uses of Massacre and Genocide* (2007)

PRESENTATION GROUP 3

REFLECTIVE GROUP 4

February 21—Why do we kill? How can we stop?

Alexander Laban Hinton, *Why Did They Kill? Cambodia in the Shadow of Genocide* (2003)

from Meierhenrich:

Stanley Milgram, *Obedience to Authority: An Experimental View* (1974)

Ervin Staub, *The Roots of Evil: The Origins of Genocide and Other Group Violence* (1989)

James Waller, *Becoming Evil: How Ordinary People Commit Genocide and Mass Murder*, Second Edition (2007)

Mahmood Mamdani, *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda* (2001)

Barbara Harff, "No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder Since 1955," *American Political Science Review* (2003)

Mary Anne Warren, *Gendercide: The Implications of Sex Selection* (1985)

THEORY PAPER 1 DUE

PRESENTATION GROUP 4

REFLECTIVE GROUP 3

February 28—Humanitarian intervention & moral hazards

Davide Rodogno, *Against Massacre: Humanitarian Interventions in the Ottoman Empire, 1815-1914* (Princeton UP 2015)

from Meierhenrich:

Jack Donnelly, "Genocide and Humanitarian Intervention." *Journal of Human Rights* 1(1):93-109. [e-journal]

Benjamin Madley, "From Africa to Auschwitz: How German South West Africa Incubated Ideas and Methods Adopted and Developed by the Nazis in Eastern Europe," *European History Quarterly* (2005)

Suzanne E. Moranian, "The Armenian Genocide and American Missionary Relief Efforts," in Jay Winter, ed., *America and the Armenian Genocide of 1915* (2003)

Samantha Power, "Bystanders to Genocide," *Atlantic Monthly* (2001)

Romeo Dallaire, *Shake Hands with the Devil: The Failure of Humanity in Rwanda* (2003)

PRESENTATION GROUP 5

REFLECTIVE GROUP 2

March 7—Moral hazards & humanitarian intervention

Kurt Mills, *International Responses to Mass Atrocities in Africa: Responsibility to Protect, Prosecute, and Palliate*

from Meierhenrich:

Evan Gottesman, *Cambodia after the Khmer Rouge: Inside the Politics of Nation-Building* (2003)

Stephen J. Morris, *Why Vietnam Invaded Cambodia: Political Culture and the Causes of War* (1999)

Sarah Kenyon Lischer, *Dangerous Sanctuaries: Refugee Camps, Civil War, and the Dilemmas of Humanitarian Aid* (2005)

Sumantra Bose, *Bosnia after Dayton: Nationalist Partition and International Intervention* (2002)

Makau Mutua, "Savages, Victims, and Saviors: The Metaphor of Human Rights," *Harvard International Law Journal* 42 (Winter 2001): 201-245.

Alan Kuperman, *The Limits of Humanitarian Intervention: Genocide in Rwanda* (2001)

Gérard Prunier, *Africa's World War: Congo, The Rwandan Genocide, and the Making of a Continental Catastrophe* (2009)

Michael Walzer, "The Argument About Humanitarian Intervention," *Dissent* (2002).

Filip Reyntjens, "Rwanda, Ten Years On: From Genocide to Dictatorship," *African Affairs* (2004)

chapter on blackboard

Douglas Irvin-Erickson, "Protection from Whom? Re-thinking the Responsibility to Protect" in *Critical Security Studies: A Reader*, ed. Dan Jacobs (Palgrave 2016).

PRESENTATION GROUP 6

REFLECTIVE GROUP 1

March 21—Justice and the law

Alexander Hinton, *Man or Monster? The Trial of a Khmer Rouge Torturer*

from Meierhenrich:

Kelly Whitley, "History of the Khmer Rouge Tribunal: Origins, Negotiations, and Establishment," in John D. Ciorciari, ed., *The Khmer Rouge Tribunal* (2006)

John Marcucci "Sharing the Pain: Critical Values and Behaviors in Khmer Culture," in May M. Ebihara, Carol A. Mortland, and Judy Ledgerwood, eds., *Cambodian Culture since 1975: Homeland and Exile*, (1994)

Devin Pendas, *The Frankfurt Auschwitz Trial, 1963-1965: Genocide, History, and the Limits of the Law* (2006)

Catherine MacKinnon, "Defining Rape Internationally: A Comment on Akayesu," *Columbia Journal of Transnational Law* (2006)

Chapter on blackboard

Douglas Irvin-Erickson, "Failing to Prosecute Rape at the ICC: The case of Lubunga," in Kristiane Fröhlich and Mary Michele Connellan, eds., *Gender and Genocide Prevention* (Palgrave, forthcoming)

Douglas Irvin-Erickson, "Failing to Prosecute Sexual Violence at the Khmer Rouge Tribunal," *Human Rights Quarterly* (forthcoming, 2017).

REFLECTION PAPER 1 DUE

PRESENTATION GROUP 6

REFLECTIVE GROUP 1

March 28—Early warning, early prevention

Journal articles

Sheri P. Rosenberg, (2012) "Genocide Is a Process, Not an Event," *Genocide Studies and Prevention: An International Journal*: Vol. 7: Iss. 1: Article 4. Available at:
<http://scholarcommons.usf.edu/gsp/vol7/iss1/4>

Gregory Stanton, *10 Stages of Genocide*. Genocide Watch.
<http://www.genocidewatch.org/genocide/tenstagesofgenocide.html>

Adama Dieng and Jennifer Welsh, "Assessing the Risk of Atrocity Crimes," *Genocide Studies and Prevention: An International Journal*. Vol. 9, No. 3.

Jonathan Leader Maynard and Susan Benesch, "Dangerous Speech and Dangerous Ideology: An Integrated Model for Monitoring and Prevention," *Genocide Studies and Prevention: An International Journal*. Vol. 9, No. 3.

Ernesto Verdeja, "Predicting Genocide and Mass Atrocities," *Genocide Studies and Prevention: An International Journal*. Vol. 9, No. 3.

Kjell Føllingstad Anderson and Ingjerd Veiden Brakstad, "The Impossibility to Protect? Media Narratives and the Responsibility to Protect," *Genocide Studies and Prevention: An International Journal*. Vol. 9, No. 3.

James P. Finkel, "Atrocity Prevention at the Crossroads: Assessing The President's Atrocity Prevention Board After Two Years" (U.S. Holocaust Memorial Museum Center for the Prevention of Genocide, Washington, DC, 2014). Available from:
<http://www.ushmm.org/m/pdfs/20140904-finkel-atrocity-preventionreport.pdf>

James P. Finkel, "Beyond the Crossroads: Strengthening the US Atrocity Prevention Board," *Genocide Studies and Prevention: An International Journal*. Vol. 9, No. 2 (2015).
<http://scholarcommons.usf.edu/gsp/vol9/iss2/17/>

Maureen Hiebert (2012), "Mass Atrocity Response Operations as Partial Operationalization of R2P," *Genocide Studies and Prevention* 6.1.

Matthew Levinger, "Why the U.S. Government Failed to Anticipate the Rwandan Genocide of 1994: Lessons for Early Warning and Prevention," *Genocide Studies and Prevention: An International Journal*. Vol. 9, No. 3.

PRESENTATION GROUP 5

REFLECTIVE GROUP 2

April 4—Conflict Resolution and Prevention?

James Waller, *Confronting Evil: Engaging Our Responsibility to Protect*

Sheri P. Rosenberg, Tibi Galis, and Alex Zucker, *Reconstructing Atrocity Prevention* (Cambridge UP, 2015).

from Meierhenrich:

Elizabeth Levy Paluck, "Reducing Intergroup Prejudice and Conflict Using Media: A Field Experiment in Rwanda," *Journal of Personality and Social Psychology* (2009)

Journal articles

Bridget Moix, "Turning Atrocity Prevention Inside-Out: Community-Based Approaches to Preventing, Protecting, and Recovering from Mass Violence," *Genocide Studies and Prevention: An International Journal*. Vol. 9, No. 3.

Available online from US Gov.

USAID Field Guide on Atrocity Prevention

A Necessary Good: U.S. Leadership on Preventing Mass Atrocities: A Final Report of the Experts Committee on Preventing Mass Violence

African Task Force on the Prevention of Mass Atrocities: African Regional Communities and the Prevention of Mass Atrocities

PRESENTATION GROUP 4

REFLECTIVE GROUP 3

April 11—Education and Memory

Andrew Woolford, *This Benevolent Experiment: Indigenous Boarding Schools, Genocide, and the United States* (University of Nebraska Press, 2015).

Chapter on blackboard

Joyce Apsel, *Research and Teaching About Genocide: History, Challenges and New Directions*

Journal articles

Reinhold, Reichmann, and Schwendemann. "Towards a New Theory of Holocaust Remembrance in Germany: Education, Preventing Antisemitism, and Advancing Human Rights." In *As the Witnesses Fall Silent: 21st Century Holocaust Education in Curriculum, Policy and Practice* (2015): 469-488.

Were and Nicholas. "Genocide Education for Conflict Management in Africa: Lessons from Rwanda." *International Journal* 4, no. 2 (2012).

Karina Korostelina, "War of Textbooks: History Education in Russia and Ukraine," *Communist and Post-Communist Studies* 43. 2 (2010). <http://scar.gmu.edu/article/war-of-textbooks-history-education-russia-and-ukraine>

Safia Swimelar, "Education in Post-war Bosnia: The Nexus of Societal Security, Identity and Nationalism." *Ethnopolitics* 12, no. 2 (2013): 161-182.

Jula Hughes, "Instructive Past: Lessons from the Royal Commission on Aboriginal Peoples for the Canadian Truth and Reconciliation Commission on Indian Residential Schools." *Canadian Journal of Law and Society* 27, No. 01 (2012): 101-127.

Theodore Rosengarten, "'Why Does the Way of the Wicked Prosper?': Teaching the Holocaust in the Land of Jim Crow." In *As the Witnesses Fall Silent: 21st Century Holocaust Education in Curriculum, Policy and Practice*, (2015):. 25-51.

THEORY PAPER 2 DUE

PRESENTATION GROUP 3

REFLECTIVE GROUP 4

April 18—Narrating genocide

David Chandler, *Voices from S-21* (University of California Press, 2000).

from Meierhenrich:

Lawrence Langer, *Holocaust Testimonies: The Ruins of Memory* (1991)

Journal articles

Margarida Hourmat, "Victim-Perpetrator Dichotomy in Transitional Justice: The Case of Post-Genocide Rwanda," *Narrative and Conflict: Explorations of Theory and Practice*, Vol. 4 Fall 2006.

Claudine Kuradusenge, (2016) "Denied Victimhood and Contested Narratives: The Case of Hutu Diaspora," *Genocide Studies and Prevention: An International Journal*: Vol. 10: Iss. 2: 59-75.
DOI: <http://dx.doi.org/10.5038/1911-9933.10.2.1352>

A. Assmann, (2006). "History, Memory, and the Genre of Testimony." *Poetics Today*, Vol. 27, no. 2, 261- 273. doi:10.1215/03335372-2005-003

Hartman, G. H. (1995). Learning from Survivors: The Yale Testimony Project. *Holocaust and Genocide Studies*, Vol. 9, no. 2, 192-207.

Kraft, R. N. (2006). Archival memory: Representations of the Holocaust in oral testimony. *Poetics Today*, Vol. 27, No. 2, 311-330. doi:10.1215/03335372-2005-006

Kushner, T. (2006). Holocaust Testimony, Ethics, and the Problem of Representation. *Poetics Today*, Vol. 27, No. 2, 275-295. doi 10.1215/03335372-2005-004

PRESENTATION GROUP 2

REFLECTIVE GROUP 5

April 25—Coping with genocide

from Meierhenrich:

Claudia Card, "Genocide and Social Death," *Hypatia* (2003)

John Felstiner, *Paul Celan: Poet, Survivor, Jew* (1995)

Jean Améry, *At the Mind's Limits: Contemplations by a Survivor of Auschwitz and Its Realities* (1980)

Karl Jaspers, *The Question of German Guilt* ([1947] 2000)

Theodor W. Adorno, "The Meaning of Working Through the Past," in Rolf Tiedemann, ed., *Can One Live after Auschwitz? A Philosophical Reader* (2003)

Primo Levi, *The Drowned and the Saved* (1989)

Saul Friedlander, *When Memory Comes* (1979)

Charlotte Delbo, *Auschwitz and After* (1995)

James E. Young, *The Texture of Memory: Holocaust Memorials and Meaning* (1993)

Linda Green, "Fear as a Way of Life," *Cultural Anthropology* (1994)

Lars Waldorf, "Rwanda's Failing Experiment in Restorative Justice," in Dennis Sullivan and Larry Tifft, eds., *Handbook of Restorative Justice: A Global Perspective* (2006)

Jens Meierhenrich, "The Trauma of Genocide," *Journal of Genocide Research* (2007)

Jeffrey C. Alexander, "Toward a Theory of Cultural Trauma," in Jeffrey C. Alexander, Ron Eyerman, Bernhard Giesen, Neil J. Smelser, and Piotr Sztompka, eds., *Cultural Trauma and Collective Identity* (2004)

PRESENTATION GROUP 1

REFLECTIVE GROUP 6

May 2—Memory, history, future?

Conclusion

REFLECTION PAPER 2 DUE

Full list of selections of readings

Convention on the Prevention and Punishment of the Crime of Genocide, adopted by Resolution 260(III) A of the United Nations General Assembly, December 9, 1948

Rome Statute of the International Criminal Court The Legal Definition, Revised, U.N. Doc. A/CONF.183/9

USAID Field Guide on Atrocity Prevention

A Necessary Good: U.S. Leadership on Preventing Mass Atrocities: A Final Report of the Experts Committee on Preventing Mass Violence

African Task Force on the Prevention of Mass Atrocities: African Regional Communities and the Prevention of Mass Atrocities

United States Holocaust Memorial Museum. (2007). Oral history interview guidelines. Washington, DC: Author.

A

Jeffrey C. Alexander, "Toward a Theory of Cultural Trauma," in Jeffrey C. Alexander, Ron Eyerman, Bernhard Giesen, Neil J. Smelser, and Piotr Sztopmka, eds., *Cultural Trauma and Collective Identity* (2004)

Giorgio Agamben, *Remnants of Auschwitz: The Witness and the Archive* (2002)

A. Assmann, (2006). "History, Memory, and the Genre of Testimony." *Poetics Today*, Vol. 27, no. 2, 261- 273.
doi:10.1215/03335372-2005-003

Joyce Apsel, *Research and Teaching About Genocide: History, Challenges and New Directions*

Kjell Føllingstad Anderson and Ingjerd Veiden Brakstad, "The Impossibility to Protect? Media Narratives and the Responsibility to Protect," *Genocide Studies and Prevention: An International Journal*. Vol. 9, No. 3.

Jean Améry, *At the Mind's Limits: Contemplations by a Survivor of Auschwitz and Its Realities* (1980)

Theodor W. Adorno, "The Meaning of Working Through the Past," in Rolf Tiedemann, ed., *Can One Live after Auschwitz? A Philosophical Reader* (2003)

B

Ivo Banac, "The Politics of National Homogeneity," in Brad K. Blitz, ed., *War and Change in the Balkans: Nationalism, Conflict and Cooperation* (2006)

Omer Bartov and Phyllis Mack, "Introduction," in idem., eds., *In God's Name: Genocide and Religion in the Twentieth Century* (2001)

Zygmunt Bauman, *Modernity and Holocaust* ([1989] 2000)

Sumantra Bose, *Bosnia after Dayton: Nationalist Partition and International Intervention* (2002)

C

Israel W. Charny, "Toward a Generic Definition of Genocide," in George J. Andreopoulos, ed., *Genocide: Conceptual and Historical Dimensions* (1994)

Claudia Card, "Genocide and Social Death," *Hypatia* (2003)

D

Francis Deng, "Idealism and Realism: Negotiating Sovereignty in Divided Nations," (2010) Dag Hammarskjöld Lecture. Uppsalla: Dad Hammarskjöld Foundation. [on-line / pdf] Bleeker and Bartoli, *Special Issue of Politorbis* 47(2):9-156.

Adama Dieng and Jennifer Welsh, "Assessing the Risk of Atrocity Crimes," *Genocide Studies and Prevention: An International Journal*. Vol. 9, No. 3.

Romeo Dallaire, *Shake Hands with the Devil: The Failure of Humanity in Rwanda* (2003)

Jack Donnelly, "Genocide and Humanitarian Intervention." *Journal of Human Rights* 1(1):93-109. [e-journal]

Charlotte Delbo, *Auschwitz and After* (1995)

F

Helen Fein, *Genocide: A Sociological Perspective* (1991)

James P. Finkel, "Atrocity Prevention at the Crossroads: Assessing The President's Atrocity Prevention Board After Two Years" (U.S. Holocaust Memorial Museum Center for the Prevention of Genocide, Washington, DC, 2014). Available from: <http://www.ushmm.org/m/pdfs/20140904-finkel-atrocity-preventionreport.pdf>

James P. Finkel, "Beyond the Crossroads: Strengthening the US Atrocity Prevention Board," *Genocide Studies and Prevention: An International Journal*. Vol. 9, No. 2 (2015). <http://scholarcommons.usf.edu/gsp/vol9/iss2/17/>

John Felstiner, *Paul Celan: Poet, Survivor, Jew* (1995)

Saul Friedlander, *When Memory Comes* (1979)

G

Christian Gerlach, *Extremely Violent Societies: Mass Violence in the Twentieth-Century World* (2010)

Evan Gottesman, *Cambodia after the Khmer Rouge: Inside the Politics of Nation-Building* (2003)

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Extra readings if you are looking for a list

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Robert Manne, "Aboriginal Child Removal and the Question of Genocide, 1900-1940," in A. Dirk Moses, ed., *Genocide and Settler Society: Frontier Violence and Stolen Indigenous Children in Australian History* (2004)

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Christopher R. Browning, *The Origins of the Final Solution: The Evolution of Nazi Jewish Policy, September 1939-March 1942* (2004)

Christopher C. Taylor, "The Cultural Face of Terror in the Rwandan Genocide of 1994," in Alexander Laban Hinton, ed., *Annihilating Difference: The Anthropology of Genocide* (2002)

Martha C. Nussbaum, "Genocide in Gujarat," *Dissent* (2003)

Robert O. Collins, *A History of Modern Sudan* (2008)

Karen E. Smith, *Genocide and the Europeans* (2010)

Andrew S. Natsios, "Obama, Adrift on Sudan," *Washington Post*, June 23, 2009

John Hagan and Wenona Rymond-Richmond, *Darfur and the Crime of Genocide* (2008)

Legal Matters

Participation

The professor will begin each class with comments and points of clarification on course readings. The majority of the course will consist of dialogue between students. A successful course will require that students come prepared, read all of the material, participate responsibly in discussions, and listen to the views and ideas of other students. Towards this end, all students will be required take responsibility for leading class discussions on assigned readings.

Attendance & Missed Assignments

Students are expected to attend all classes of the courses. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, the professor will use absence, tardiness, or early departure as de facto evidence of nonparticipation. Missing 2 classes is grounds for failure.

Students will not be allowed to miss an assigned presentation, unless they arrange to switch readings with a classmate. Otherwise, the presentation will receive a 0 grade.

Late papers will not be accepted.

Technology Policy

Cell phones must be silenced while in class. Excessive text messaging and communicating via social media is not allowed, and will result in an “absence” from the course.

Accommodations & Disability

Any student who suspects she may need an accommodation based on the impact of a disability should contact the professor privately to discuss the student’s specific needs, and provide written documentation from Disability Services. If the student is not yet registered as a student with a disability, she can contact Disability Services. For more information, view the office’s website at <http://ods.gmu.edu>

English Language Learners

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by a member of the faculty or staff. For more information, please visit their website at <http://eli.gmu.edu>

This course will explore controversial and sensitive subject matter; it is, therefore, expected that students will engage with one another in a respectful manner even when they do not agree with one another.

Academic Conduct & Honor Code

Student are accountable to the following Honor Code: “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work.”

Plagiarism & Honor Committee

Students are prohibited from: (a) knowingly permitting another student to plagiarize or cheat from one's work, and (b) submitting the same assignment in different courses without consent of the professor.

Should you have any questions about what it means to cheat, plagiarize, steal and/or lie, please consult the website: <http://oai.gmu.edu/understanding-the-honor-code/>

Students should review: "Student Strategies for Preventing Violations" link on the Office for Academic Integrity's website: <http://oai.gmu.edu/preventing-violations/student-strategies-for-preventingviolations/>

Any student found violating the tenets of the Honor Code will be reported to the Honor Committee for review.

Honor Code and Plagiarism:

All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at academicintegrity.gmu.edu. All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

S-CAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.

Grading Scale:

A+	4.00	B+	3.33	C+	2.33	D	1.00
A	4.00	B	3.00	C	2.00	F	0.00
A-	3.67	B-	2.67	C-	1.67		

Sign up Sheet

Group 1

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Group 2

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Group 3

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Group 4

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Group 5

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Group 6

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