

Politics of Ethnic Cleansing and Genocide ***PSCI 241***

Professor Julie George Julie.George@qc.cuny.edu	Office Hours: Mondays, 1:30-3:00 Thursdays, 9:00-11:00 via Zoom
Course Meeting: Mondays and Wednesdays, 10:45-12:00am	Office Location: PSCI 200R and Zoom Personal Room
Location: RA 210	Office Phone: (718) 997-5402

Course Description:

Course Catalog Description:

Political events of ethnic cleansing and genocide, while often assumed to be rare occurrences, have occurred in many continents, in budding democracies as well as authoritarian regimes. This course offers a systematic approach to the conditions under which ethnic cleansing and genocidal policies often occur, a typological examination of sample case studies, and an exploration of how experiences of genocide and ethnic cleansing affect political discourse.

Question Driven Course Approach

It is hard to imagine more morally repugnant world phenomena than ethnic cleansing and genocide. Despite exhortations of “never again” after the Nazi genocide, recent political events in South Sudan and Burma disabuse even the most casual observer that mass killing is a unique occurrence happening only in Europe in the 1930s and 40s. This class offers a comparative examination of the politics of ethnic cleansing and genocide, looking for common factors that spur the rhetoric of ethnic chauvinism and racism into action to dispel “enemy” cultures from a territory. Using a systematic approach, this course asks why ethnic cleansing and genocides occur – are there characteristics common among cases? Who conducts these deadly missions? Do the aggressors suffer from delusions or mental disease? Are these mass or elite phenomena? What has explained the relatively lackluster response by the international community toward genocide? In what ways has justice occurred? How do concerns about genocide and ethnic cleansing affect political discourse?

Assigned reading: The following books are located in the Queens College Online Bookstore.

Ben Kiernan, *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*, New Haven: Yale University Press, 2007.

Philip Gourevitch, *We wish to inform you that tomorrow we will be killed with our families*, Picador, 1998.

Samantha Power, *“A Problem from Hell”: America in the Age of Genocide*, Harper Perennial, 2002.

Readings noted with an asterisk (*) are located on Blackboard.

Course Learning Objectives

In this course, students:

- will learn and analyze major theories governing the existence of, purpose of, and political issues associated with ethnicity, nationalism, and race (LO1)
- will investigate analytical frameworks by which to understand and anticipate ethnic cleansing and genocide, both in general and specific case studies (LO2)
- will explore the historical development of state power and mass behavior vis-à-vis ethnic groups in different time periods and in a variety of state contexts (LO3)
- will learn about specific instances of genocide and ethnic cleansing and how they relate to the studied analytical frameworks (LO4)
- will explore arguments regarding the factors that might affect intervention into ongoing acts of genocide or ethnic cleansing, both at the international organization and state foreign policy levels (LO5)
- will understand the difficulties of and politics involved in defining genocide and ethnic cleansing (LO6)
- will investigate theories of what motivates perpetrators of mass ethnic violence (LO7)
- will consider some elements of the politics of victimhood (LO8)
- will apply empirical cases to theoretical questions (LO9)
- will write argumentative papers that will offer a perspective on a topic, consider evidence, introduce and assess counter arguments, and offer a conclusion based on logical analysis of evidence (LO10)

This course fulfills the Pathways Flexible Common CORE requirement for Individual and Society (IS)

All Flexible Core Courses must meet the following three learning outcomes:

FC 1: Gather, interpret, and assess information from a variety of sources and points of view.
FC 2: Evaluate evidence and arguments critically or analytically
FC 3: Produce well-reasoned written or oral arguments using evidence to support conclusions.

In addition, all IS courses must satisfy at least three of the following learning outcomes (LOs): Shaded Cells indicate LOs achieved in this course.

IS 1: Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
IS 2: Examine how an individual's place in society affects experiences, values, or choices.
IS 3: Articulate and assess ethical views and their underlying premises.
IS 4: Articulate ethical uses of data and other information resources to respond to problems and questions.
IS 5: Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Course Requirements:

Students are expected to keep up with the reading assignments, **which should be completed before class the day they are assigned. Please bring the assigned reading with you to class (either in digital or paper form).**

Students will be assessed in a variety of forms. We will have one in-class exam at the Midterm, and then three other papers, two short papers through the course of the semester and a final policy paper at the end of the semester.

In-Class Assignments/Small Group Discussions/Class Participation 15%

We will engage in in-class writing and break into small group discussions intermittently throughout the semester. In-class writing will be mandatory and graded. These may not contribute to specific Pathways Student Learning Objectives, but I promise they are worth your time and will help you grow as a student and person.

Midterm Exam 15%

This Exam will ask you a series of questions and want you to answer them in a way that showcases your understanding of the course material.

This exam material will engage your preparation and understanding of the course material such that you will showcase your understanding of the following Student Learning Objectives that are achieved through this assignment, as outlined by the CUNY General College curriculum: **FC2; FC3; IS1; IS2**

Short papers (2) 40%

Short Paper 1 will ask you to conduct a case study of an event of ethnic cleansing/genocide and apply an analytical framework that is provided from the course reading material. This assignment will require you to gather, interpret, and assess information from a variety of sources, evaluate evidence analytically, and produce a well-reasoned written argument using evidence to support your conclusions. In doing this assignment, you will be required to consider the concepts that underscore the study of ethnic identity and genocide (and its conduct), as well as contemplate how state policies can target people based on their identity/place in society. Learning Objectives that are achieved through this assignment, as outlined by the CUNY General College curriculum: **FC1; FC3; IS1; IS2**

Short Paper 2 will ask you to read a book (from a provided book list) and write a book review of it such that you showcase your understanding of the course material, especially with regard to approaches to the study of ethnic cleansing and genocide. In so doing, you will be asked to demonstrate an ability to read at the collegiate level and then produce written work that indicates an understanding of that reading, the ability to evaluate evidence and arguments critically and analytically and with evidence.

Learning Objectives that are achieved through this assignment, as outlined by the CUNY General College curriculum: **FC2; IS1; IS5**

Policy Paper 30%

This assignment asks you to write a **policy paper** about genocide. In doing this assignment, you will assess and gather information to make a well-reasoned argument, applying the concepts and methods of the social sciences that underpin our understanding of ethnic cleansing and genocide, consider the effects of genocidal policies in individuals' experiences in society, as well as consider global trends regarding genocide and international law.

Learning Objectives that are achieved through this assignment, as outlined by the CUNY General College curriculum: **FC1; FC3; IS1; IS2; IS5**

Grade Scale:

A+	97-100	B	83-86	C-	70-72
A	93-96	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	60-66
B+	87-89	C	73-76	F	<59

Class discussion/decorum: The topics of ethnic cleansing and genocide are incredibly controversial and potentially hurtful. I look forward to lively class discussions, but will take care that the conversation remains friendly and respectful. I appreciate your help in this endeavor.

Attendance Policy: Students are encouraged to attend class. Should you not be able to attend on particular dates, you are responsible for getting the notes and/or materials from a classmate. All assignments and handouts will be available on Blackboard.

Missed exam policy: I prefer all students who plan to miss an exam to notify me in advance for alternative accommodations. Students who do not arrange with me ahead of time will take a designated make-up exam, which will consist of a single essay question. Documented emergencies that could not be foreseen will be treated differently.

Late assignments: Assignments turned in late without prior arrangement will suffer a penalty of 5 points off per day late. All assignments but the final paper **MUST** be turned in by the last day of class.

Grade appeals: My approach to grading is to maximize transparency in how student work is assessed. I welcome the opportunity to discuss how grades are allocated. In order to ensure student privacy and complete understanding of the assessment process, I discuss grade appeals and explanations with students only in person during office hours or by appointment.

Extra credit policy: I do not give extra credit. Students are expected to have (or quickly develop) good study skills that will give them ample time to read the material, write the assignments, and prepare for the exams. Students who individually approach me asking for opportunities for more work to increase disappointing grades will be refused.

Academic honesty: Plagiarism and cheating are not tolerated, and will receive the maximum penalty permitted by Queens College, a failing grade in the course and notification of the dean. Attached to this syllabus is the CUNY policy on academic dishonesty.

Special needs: If you have a disability, please see me within the first two weeks of class to discuss any accommodations you might need for class activity, examinations, and other assignments in order to participate fully and demonstrate your abilities. If you need further assistance or information, contact the Office of Special Services, 171 Kiely Hall, (718) 997-5870, or online at: <http://qcpages.qc.edu/spsv/>

Class disruptions: I expect you to be polite both to me and to your classmates. Please turn off all mobile phones before you come to class.

Email Policy: Please use professional decorum when contacting me via email. Please refrain from sending overly informal emails, and make sure always to include the course number in the subject line, to use complete sentences, and to sign your name.

This syllabus is subject to change, at the instructor's discretion. Students will be informed of any changes promptly.

Course Schedule

	Date	Topic	Assigned Reading	LOs Addressed
1		Class Introduction	No Reading	
2		Understanding Ethnicity and Nationalism I	*Ashtutosh Varshney (2009), "Ethnicity and Ethnic Conflict," from the <i>Oxford Handbook of Comparative Politics</i> , Carles Boix and Susan C. Stokes, eds., 274-294.	LO1; LO5; <i>Pathways:</i> FC1; FC2; IS1; IS2;
3		Race and Racism	*Audrey Smedley and Brian D. Smedley (2005), "Race as Biology is Fiction, Racism as a Social Problem is Real," <i>American Psychologist</i> , 60(1), 16-26. *Susan Bachrach (2004), "In the Name of Public Health – Nazi Racial Hygiene," <i>New England Journal of Medicine</i> , 351(5), 417-420.	LO1; LO2 <i>Pathways:</i> FC1; FC2; IS1; IS2;
4		Getting to Genocide	*Catherine Barnes (2005), "The functional utility of genocide: towards a framework for understanding the connection between genocide and regime consolidation, expansion and maintenance," <i>Journal of Genocide Research</i> , 7(3), 309–330	LO1; LO2; LO3; LO4; LO7; LO9 <i>Pathways:</i> FC1; FC2; IS1; IS2; IS5;
College Holiday				
5		Colonialism	*Rudyard Kipling (1899), White Man's Burden, Modern History Sourcebook, http://www.fordham.edu/halsall/mod/modsbook.html Kiernan, "Genocide in the United States," 310-330	LO2; LO3; LO5; LO7; LO8; LO9 <i>Pathways:</i> FC1; FC2; IS1; IS2; IS5;
6		Colonialism, cont.	Continue "Genocide in the United States," 331-363	LO2; LO3; LO5; LO7; LO8; LO9 <i>Pathways:</i> FC1; FC2; IS1; IS2; IS5;
7		War: The Ottoman Collapse	Power, 1-16 Kiernan, 395-415	LO2; LO3; LO5; LO7; LO8; LO9 <i>Pathways:</i> FC1; FC2; IS1; IS2; IS5;
8		Political Ideologies and Genocide/Ethnic Cleansing	*Leon P. Baradat (2011), <i>Political Ideologies</i> , Upper Saddle River, NJ: Pearson/Prentice Hall, p. 1-11, 223-258.	LO4; LO7 <i>Pathways:</i> IS1; IS2; IS5;
9		Ideologies, cont.	Reading Holiday Case Study Paper Due	LO2; LO4; LO9; LO10 <i>Pathways:</i> FC1; FC3; IS1; IS2 (IS5)

	Date	Topic	Assigned Reading	LOs Addressed
10		The Nazi Genocide I: Ideology	Kiernan, "Blut and Bloden: Germany and the Nazi Genocide," 416-454	LO2; LO3; LO4; LO7; LO9 <i>Pathways:</i> FC1; FC2; IS1; IS2; IS5;
11		The Nazi Genocide II: The State	*Timothy Snyder, "The State Destroyers," from <i>Black Earth: The Holocaust as History and Warning</i> , 77-115, esp. 107-115	
12		The Nazi Genocide III: The Regime	*Volker Ullrich (2020), "Hitler's Place in History," <i>Hitler: Downfall, 1939-1945</i> . New York: Alfred A. Knopf: 601-632.	
13			Catch-Up day	
14			Midterm Exam	LO1; LO2; LO3; LO4; LO7; LO9 <i>Pathways:</i> FC2; FC3; IS1; IS2; IS5;
15		Domestic politics and nationalist expressions	*Cas Mudde (2010), "The Populist Radical Right: A Pathological Normalcy," <i>West European Politics</i> , Vol. 33, no. 6, 1167-1186. *Gary King, Ori Rosen, Martin Tanner and Alexander F. Wagner (2008), "Ordinary Economic Voting Behavior in the Extraordinary Election of Adolf Hitler," <i>The Journal of Economic History</i> , Vol. 68, no. 4, 951-996.	LO1; LO2; LO4; LO9 <i>Pathways:</i> FC1; IS1; IS2; IS3;
Spring Recess				
16		Communism and Genocide: Cambodia	Kiernan, 539-554; *Daniel Chirot (1994), <i>Modern Tyrants</i> , 175-177; 209-230	LO2; LO3; LO4; LO5; LO7; LO9 <i>Pathways:</i> FC1; FC2; IS1; IC2; IS5;
17			Power, 87-154	
18		Ethnic Cleansing and the Collapse of Yugoslavia	Kiernan, 587-594 *Myron Weiner, Michael S. Teitelbaum (2001), <i>Political Demography, Demographic Engineering</i> , New York: Berghahn Books, excerpts p. 45-74	LO1; LO2; LO4; LO6; LO9 <i>Pathways:</i> IS1; IS2; IS5;
19			Power, 247-281 Book Review Due	LO1; LO2; LO4; LO5; LO6; LO9; LO10 <i>Pathways:</i> FC2; IS1; (IS5)

	Date	Topic	Assigned Reading	LOs Addressed
20		Problems of Definition	Genocide convention, in Power, 62-63 Kiernan, 9-20 Power, 17-85	LO2; LO4; LO5; LO6 <i>Pathways:</i> IS2; IS5;
21		Colonialism, Racism and	(Read Gourevitch)	LO1; LO2; LO3; LO4; LO5; LO6; LO7; LO9
22		Genocide in Rwanda	Gourevitch, 5-171	<i>Pathways:</i> FC1; FC2; FC3; IS1; IC2; IS5;
23		The Politics of Intervention	*Alan Kuperman (2008), "The moral hazard of humanitarian intervention," <i>International Studies Quarterly</i> , Vol. 53, 49-80. *“Chronicle of death ignored; Congo,” <i>The Economist</i> , April 30, 2011.	LO4; LO5; LO6; LO8 <i>Pathways:</i> FC1; FC2; IS1; IS5;
24			*Saadia Touval (1994), "Why the UN Fails," <i>Foreign Affairs</i> , 73(5), 44-57.	
25		Who does it? Why?	*Stanley Milgram (1963), "Behavioral Study of Obedience," <i>Journal of Abnormal and Social Psychology</i> , (67) 4, 371-378. *Listen to the Zimbardo component of the "Violence Within Us" podcast, TED Radio Hour, NPR, December 2013, http://www.npr.org/2013/03/28/175609678/the-violence-within-us .	LO2; LO4; LO7 <i>Pathways:</i> FC1; FC2; IS1; IS2; IS5;
26			*The "Willing Executioners"/"Ordinary Men" Debate, Daniel J. Goldhagen, Christopher R. Browning, Leon Wieseltier, Selections from a symposium hosted by the United States Holocaust Research Institute, April 8, 1996	
27		Remembering and Forgetting	*Gideon Boas (2012), "Remembrance is the most powerful weapon against genocide," <i>The Conversation</i> , January 26, 2012. *David Rieff (2016), "The cult of memory: when history does more harm than good," <i>The Guardian</i> , March 2, 2016.	LO8 <i>Pathways:</i> FC1; FC2; IS2;
28		Wrap -Up	No Reading	
		Final Exam Date*	Policy Paper Due	LO1; LO4; LO5; LO6; LO9; LO10 <i>Pathways:</i> FC1; FC2; FC3; IS1; (IS3); IS5

* Subject to change per QC Registrar's office

CUNY Policy on Academic Integrity

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

1. Definitions and Examples of Academic Dishonesty

1.1 **Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise. Examples of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portion of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating or falsifying data (in whole or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electric devices such as cell phones, computers, or other technologies to retrieve or send information.

1.2 **Plagiarism** is the act of presenting another person's ideas, research, or writings as your own. Examples of plagiarism include:

- Copying another person's actual words or images without the use of quotation marks and citations attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or "cutting and pasting," from various sources without proper attribution.

1.3 **Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student thought which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retraining, using, or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

PSCI 241
Paper 1: Case Study

Using Barnes’ analytical framework we have discussed in class, explore the political context and framework of one genocide/cleansing event (options constrained to the list offered below). In addition to the book and course reading materials, students should find at least two additional research resources that engage genocide theoretical analysis and/or address the case study selected.

Papers should address, but are not limited to, the following questions:

- What were the possible political and economic motivations for the specific genocide/ethnic cleansing event?
- What is the historical context for the case you’re considering? How and when did the genocide or cleansing occur?
- In the case selected, how do political, economic and/or strategic motivations manifest themselves?
- What sorts of evidence show this?

To select a case, use Kiernan’s *Blood and Soil* or Power’s *A Problem from Hell* to choose one of the following options:

Kiernan:

- “The English Conquest of Ireland, 1565-1603,” 169-212
- “Settler Genocides in Africa,” 364-390;
- “Colonial North America, 1600-1776,” 213-248;
- “Genocidal Violence in Nineteenth-Century Australia,” 249-309
- “Soviet Terror and Agriculture,” 486-511
- “Maoism in China: A Rural Model of Revolutionary Violence,” 512-538

Power:

- “Cambodia: ‘Helpless Giant,’” 87-154
- “Iraq: Human Rights and Chemical Weapons Use Aside,” 171-246

Papers should be 4 pages, double-spaced with a 12-point font. Please use page numbers. Make sure to attach an appropriately formatted works cited page for any outside sources. **Do not use Wikipedia, online encyclopedias, or online dictionaries as resources.** The paper is due on Day 9. You should turn in a paper copy and upload a digital copy to Blackboard. Students should not plagiarize or engage in academic dishonesty when preparing this paper.

Student Learning Objectives Actualized Through This Assessment (PARENTHESES INDICATES VARIATION IN SLO ACTUALIZATION DEPENDING ON CASE SELECTION)	
<i>Queens College/CUNY</i>	<i>George PSCI 241</i>
FC1; FC3; IS1; IS2; (IS5)	LO2; LO4; LO5; LO9; L10

Case Study Paper Grading Guide

Name:

Content	Comments
Paper demonstrates understanding of the Barnes article's approach to genocide and ethnic cleansing.	
Paper offers a clear knowledge of the case study events.	
Paper effectively blends the theoretical analysis with the examples.	
Paper offers clear and logical explanation that corresponds with the evidence offered.	
Sources	
Paper makes use of the course materials, including specific references to the readings.	
Paper uses good, objective source materials for the additional research.	
Presentation	
Paper is clearly written and contains a thesis statement.	
Paper is free of grammatical and spelling errors.	
Paper is well organized.	
Paper avoids overuse of quotations and includes proper citations.	
Paper is within the length parameters assigned and follows instructions from the assignment sheet.	

Grade:

Name: _____

Midterm Exam, PSCI 241

Please turn in this exam sheet with your bluebook.

Short Answer (10 points each, worth 40 points)

Choose FOUR of the following topics and write a brief response in your bluebook. Provide an identification of the term, its relevance/context to the course and an example. Answer these in your bluebook

regime consolidation and genocide	[SLOS ASSESSED: IS1]
populism (as a component of far right/radical right parties)	[SLOS ASSESSED: IS1; IS5]
genocide as tactical or integral	[SLOS ASSESSED: IS1; IS2]
race	[SLOS ASSESSED: IS1; IS2]
fascist political ideology	[SLO ASSESSED: IS5]
totalitarian regime	[SLOS ASSESSED: IS1; IS5]
instrumentalism	[SLOS ASSESSED: IS1; IS2]

Essay (60 points): Choose one from each section and write an essay response in your bluebook. Make sure to address all parts of the question. Although there may be overlap between short answer and essay questions, do not neglect any section of the essay question. Essays that specifically refer to reading materials will be lavished with praise and more points.

Shorter Essay: Choose ONE (worth 20 points)

1. Scholars disagree how to understand ethnic and racial identities. What are race and ethnicity? Provide at least two theoretical traditions that underpin our understanding of these concepts and what are the implications of those interpretations? In your opinion, which of these approaches is the least flawed and why? **[SLOS ASSESSED: FC2; FC3; IS1; IS2]**
2. What are ideologies, why do they exist, and how do they direct state policies? Is there any reason to think that some ideologies will be more associated with authoritarian governance and genocide than other ideologies? **[SLOS ASSESSED: FC2; FC3; IS1; IS2; IS5]**

Longer Essay: Choose ONE (worth 40 points)

1. Many analysts rightly associate genocide with authoritarian regimes, since that is where we see it most readily. How, in your opinion, should we approach the concepts of genocide and ethnic discrimination in democracies? To what extent are democracies resistant to the pressures that can lead to genocidal outcomes? To answer this question, consider the experiences of Weimar Germany and the current rise of far-right parties in Europe, considering the roles of institutions in helping or hindering the political rise of expressions of discrimination. **[SLOS ASSESSED: FC2; FC3; IS1; IS2; IS5]**
2. Using Barnes' typology, examine the contours of **EITHER** the Armenian or Native American (U.S.) genocides and make an argument about the factors that best explain the case. In doing so, you'll need to describe the Barnes' approach generally, apply it to the case, and make an argument showing (with evidence) why one interpretation is more appropriate than others. **[SLOS ASSESSED: FC2; FC3; IS1; IS2]**

PSCI 241: Book Review Assignment

Deadline: Day 19

Select a book from the list on Blackboard or make another selection (subject to the professor's approval). Write a review of the book, 3 pages (about 750 words). A book review is not a summary of a book, but rather an effort to evaluate the authors' argument, method, evidence, and conclusions in the context of the field. With this in mind, your book review should include the following items:

- The author's thesis or main arguments in the book.
- An inclusion of the argument and the evidence that the author brings forth to demonstrate the argument
- A discussion of where this book fits in with course materials, especially theoretically, but also empirically, where relevant.

In order to be effective, your review should include examples and quotations from the book. The review should be directed toward an educated but general audience. That is, it should not expect that your reader has specialized knowledge of the analysis of ethnic cleansing or genocide. The bulk (i.e., over 60%) of the review should be evaluative and synthesizing with course materials.

Few students have ever written book reviews before; fewer have read them. Students should familiarize themselves with the genre prior to writing the review. Students are encouraged to find book reviews of the work that they have chosen and to reflect upon those reviews in their own analysis (make sure to cite them if you use them in your paper).

Students may choose from the pre-approved list or suggest an alternative to the professor. Please inform me of your selected book. If you decide to choose a book off of the list, provide me a brief explanation as to why you think the book is appropriate for this assignment. I may have follow-up questions, so if you go off-list, please let me know as soon as possible. Papers should be double-spaced, with normal margins.

Student Learning Objectives Actualized Through This Assessment (PARENTHESES INDICATES VARIATION IN SLO ACTUALIZATION DEPENDING ON BOOK SELECTION)	
<i>Queens College/CUNY</i>	<i>George PSCI 241</i>
FC2; IS1; IS5	(LO1); LO2; LO4; (LO5); (LO6); LO9; L10

Sample Organizational Template

- I. *Introductory paragraph* that introduces the book and the author and offers a thesis statement that summarizes the key argumentative contentions of the book and the main evaluative conclusions of the review.
- II. *Summary paragraph(s)*: This next paragraph or two chart(s) the argument of the book, its organizational structure, and the sort of evidence that the author uses to draw their conclusions. You want specific pieces of evidence – not quotes from the book necessarily, but particular findings that the author uses to link to their overall argument. These paragraphs (probably more than one) should be coherently organized – that is, each paragraph should follow a particular arc of the argument taken by the author. If you do this well, you will do more than merely summarizing – by noting an argument and then linking it with evidence, you are doing analytical work to note the connections.
- III. *Evaluative paragraphs* These are where you draw deeper conclusions about how the book enters into a scholarly conversation with different authors or with the material as a whole. If the author is making an argument about the purpose of a genocide, think about how it stacks up against Barnes' approaches. If the author is making an argument about structure, think about how that works vis-à-vis institutional or agency based arguments. This is the show-off paragraph that lets me see how you think and interact with the material.
- IV. *Concluding paragraph*: You should have one. Try to re-state the main argument of the book and draw attention to big picture stuff.

Book Review Suggestions (JG note: *Needs Updating*)

The following books are pre-approved for the book review paper. If there is another book you'd prefer to read, I need to approve it. Please send the request to Julie.George@qc.cuny.edu

General Books

- Daniel Chirot, *Modern Tyrants*, Princeton: Princeton University Press, 1994.
- Herbert Hirsch, *Genocide and the Politics of Memory: Studying Death to Preserve Life. Why Genocide Occurs and How it Can Be Prevented*. Chapel Hill: University of North Carolina Press, 1995.
- Adam LeBor, *"Complicity with Evil": The United Nations in the Age of Modern Genocide*, Yale University Press, 2006.
- Michael Mann, *The Dark Side of Democracy*. Cambridge University Press, 2004.
- Norman M. Naimark, *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe*. Cambridge: Harvard University Press, 2002.
- David Rieff, *In Praise of Forgetting: Historical Memory and its Ironies*, Yale University Press, 2017.
- Martin Shaw, *Genocide and International Relations: Changing Patterns in the Transitions of the Late Modern World*.
- Ervin Straub, *Overcoming Evil: Genocide, Violent Conflict, and Terrorism*, Oxford University Press, 2010.
- Benjamin Valentino, *Final Solutions: Mass Killing and Genocide in the Twentieth Century*, Cornell University Press, 2005.
- James Waller, *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing*. New York: Oxford University Press, 2007.
- James Waller, *Confronting Evil: Engaging Our Responsibility to Prevent Genocide*, Oxford University Press, 2016.
- Carrie Booth Walling, *All Necessary Measures: The United Nations and Humanitarian Intervention*, University of Pennsylvania Press, 2013.
- Eric D. Weitz, *A Century of Genocide: Utopias of Race and Nation*. Princeton University Press, 2005.

German (Nazi) Genocide

- Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. Harper Perennial, 1993.
- Christopher Browning, *The Origins of the Final Solution: The Evolution of the Nazi Jewish Policy, September 1939-March 1942*. University of Nebraska Press, 2004.
- David Cesarani, *Final Solution: The Fate of the Jews 1933-1949*. St. Martin's Press, 2016.
- Evgeny Finkel, *Ordinary Jews: Choice and Survival During the Holocaust*, Princeton University Press, 2017.
- Henry Friedlander, *The Origins of the Nazi Genocide: From Euthanasia to the Final Solution*. University of North Carolina Press, 1997.
- Saul Friedlander, *Nazi Germany and the Jews, 1939-1945: The Years of Extermination*, Harper Perennial, 2008.
- Daniel Jonah Goldhagen . *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*. New York: Alfred A. Knopf, 1996.
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Rwanda

- Michael Barnett, *Eyewitness to a Genocide: The United Nations and Rwanda*. Ithaca: Cornell University Press, 2003.
- Alan Kuperman, *The Limits of Humanitarian Intervention: Genocide in Rwanda*. Brookings Institution Press, 2001.
- Gérard Prunier, *Africa's World War: Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe*, Oxford University Press, 2009.
- Scott Straus, *The Order of Genocide: Race, Power and War in Rwanda*. Ithaca: Cornell University Press, 2008.
- Scott Straus, *Making and Unmaking Nations: War, Leadership and Genocide in Modern Africa*, Cornell University Press, 2015.
- Jean Hatzfeld, *Machete Season: The Killers in Rwanda Speak*, Picador, 2008.

Darfur

- Julie Flint and Alex de Waal, *Darfur: A New History of a Long War*, Zed Books, 2008.
- Mahmood Mamdani, *Saviors and Survivors: Darfur, Politics, and the War on Terror*. Pantheon Press. 2009.
- Gerard Prunier, *Darfur: A 21st Century Genocide*, Ithaca: Cornell University Press. 2008.

Cambodia

- David P. Chandler, *Voices from S-21: Terror and History in Pol Pot's Secret Prison*. University of California Press, 2000.
- Alexander Hinton, *Why Did They Kill? Cambodia in the Shadow of Genocide*. University of California Press. 2004.
- Philip Short, *Pol Pot: Anatomy of a Nightmare*, Henry Holt, 2006.

Latin America

- Steven Dudley, *Walking Ghosts: Murder and Guerilla Politics in Colombia*, Routledge, 2003.
- Victoria Sanford, *Buried Secrets: Truth and Human Rights in Guatemala*, Palgrave Macmillan, 2003.

Bosnia

- Robert J. Donia, *Radovan Karadzic: Architect of the Bosnian Genocide*, Cambridge University Press 2014.
- Vladimir Dzuro, *The Investigator: Demons of the Balkan War*, University of Nebraska Press, 2019.
- Peter Maas, *Love thy Neighbor: A Story of War*. Vintage Books, 1997.
- Klejda Mulaj, *Politics of Ethnic Cleansing: Nation-State Building and the Provision of in/security in Twentieth Century Balkans*. Lexington Books, 2010.
- Gerard Toal and Carl. T. Dahlman, *Bosnia Remade: Ethnic Cleansing and tis Reversal*, Oxford University Press, 2011.
- Ed Vulliamy, *The War is Dead, Long Live the War. Bosnia: The Reckoning*. Vintage, 2013.

China

- Iris Chang, *The Rape of Nanking: The Forgotten Holocaust of World War II*. Penguin, 1998.

United States

- Dee Brown, *Bury My Heart at Wounded Knee: An Indian History of the American West*. Holt Paperbacks, 2001.
- Jeffrey Ostler, *Surviving Genocide: Native Nations and the United States from the American Revolution to Bleeding Kansas*, University of Nebraska Press, 2019.

Soviet Union

- Anne Applebaum, *Red Famine: Stalin's War on Ukraine*, Anchor, 2018.
- Robert Conquest, *The Harvest of Sorrow: Soviet Collectivization and the Terror-Famine*. Oxford University Press, 1987.

Armenian/Turkey

- Taner Akçam, *The Young Turks' Crime Against Humanity: The Armenian Genocide and Ethnic Cleansing in the Ottoman Empire*, Princeton University Press, 2012.
- Peter Balakian, *The Burning Tigris: The American Genocide and America's Response*, Harper Perennial, 2004.
- Thomas de Waal, *Great Catastrophe: Armenians and Turks in the Shadow of Genocide*, Oxford University Press, 2015.
- Ronald Grigor Suny, *"They Can Live in the Desert But Nowhere Else": A History of the Armenian Genocide*, Princeton University Press, 2015.

Book Review Grading Guide

Name:

Content	Comments
Review identifies the main arguments/contentions of the book in a way that makes clear the author understands the work.	
Review reflects how this book might be understood in the context of ethnic cleansing and/or genocide.	
Review connects the book's arguments/evidence with course materials.	
Review uses appropriate examples to illustrate the author's points.	
Review is mainly evaluation, not summary.	
Presentation	
Review is clearly written and has a thesis statement.	
Review is free of grammatical and spelling errors.	
Paper is well organized.	
Review avoids overuse of quotations.	
Review includes proper citations for evidence included.	
Review falls within the assignment's length parameters.	

Grade:

PSCI 241

Take Home Final: Policy Recommendations

Samantha Power's book '*A Problem from Hell: America in the Age of Genocide*' is an argument for U.S. intervention to help victims of genocide and ethnic cleansing. Alan Kuperman contends that Power's arguments not only ignore the practicalities involved in intervention but provide insidious incentives for victims to provoke violence. Saadia Touval points out structural conditions of the UN limit its ability for intervention.

Imagine that you are working for the U.S. State Department as a non-partisan, civilian employee. You have been tasked to explore the options of a U.S. policy toward humanitarian intervention in cases of genocide. Write a memo to Secretary of State Antony Blinken, advising him what the U.S. policy should be in terms of intervention in the cases of ethnic cleansing or genocide.

This is a policy paper, expressing options and making a policy recommendation. It is NOT a partisan paper; it should confine its commentary to the issues involved in intervention, not assess priorities in terms of domestic politics (please avoid any digressions about President Trump). To do this well, you will need to follow the template on the next page, paying extra attention to:

- Address how genocide or ethnic cleansing might be legally observed (as opposed to politically)
- Engage our analytical arguments about structural or instrumental components of genocide and how those distinctions may affect intervention decisions.
- Define the parameters for intervention, if any is called for.
- Use references to scholarship, including at least **two scholarly or professional sources** (not webpages) additional to our course materials.
- Reflect upon how your policy would have been implemented in at least two historical genocides that we have discussed in class (Rwanda, Armenia, etc.)
- Anticipate counter arguments and overwhelm them.

Papers should be 4-5 pages, double-spaced with a 12-point font. Please use page numbers and staple your paper. Make sure to attach an appropriately formatted works cited page for any outside sources. **Do not use Wikipedia, online encyclopedias, or online dictionaries as resources.** The paper is due on Day 29, the day allocated by the QC registrar for our class's final exam. Please upload this as a digital copy to Blackboard; I do not require a paper copy. Students should not plagiarize or engage in academic dishonesty when preparing this paper.

Student Learning Objectives Actualized Through This Assessment (PARENTHESES INDICATES VARIATION IN SLO ACTUALIZATION DEPENDING ON ARGUMENTATION)	
<i>Queens College/CUNY</i>	<i>George PSCI 241</i>
FC1; FC3; IS1; IS2; (IS3); IS5	LO1; LO4; LO5; LO6; LO9; LO10

Policy Paper Components

Characteristics of a Good Policy Paper

Focus and Goals: To convince your reader that your policy recommendation is the most appropriate, given your stated goals.

Professional: Paper should be written in formal style, avoiding hyperbole and jargon. The writing should be clear and concise, framed by evidence and reasoning.

Evidence-based: Policy memos should be based in evidence, not in partisanship or baseless argumentation or excessive moralizing. Recommendations should follow from evidence. Authors of policy papers should apply a cost-benefit analysis so that they can identify who will benefit from a policy and who may suffer.

Explicit: The policy paper should draw from explicit criteria to provide grounds for action. These criteria should be consistent with your evidence-based approach.

Components of a Policy Paper

Introduction of the Problem:

What is the problem that your policy is meant to address? What are the complicating/underlying issues (briefly)? Include a thesis statement that summarizes your policy advice.

Issue Analysis:

Deeper exploration of the roots of the problem, detailing complications, incorporating analytical thinking, and showcasing your knowledge of the issue at hand. You do this by showing deep knowledge of the issues and also how they would work if used in real life – so drawing from the case studies we engage in class.

Proposed Solutions:

What are the possible ways for U.S. policy to approach the problem? What are the risks, costs, and benefits of any of these solutions?

Strategic Recommendation:

What criteria do you find the most appropriate to apply to determine which policy action to take? What are the drawbacks and consequences of this approach? Why is your policy recommendation the best option despite these drawbacks and consequences? (For this course, detail how your policy would call for U.S. action or inaction in specific genocides/ethnic cleansing events we've discussed in class.)

Policy Paper Grading Guide

Name:

Content	Comments
Paper demonstrates understanding course material on definition and intervention.	
Paper offers a clear knowledge of selected case study events.	
Paper effectively blends the argument with examples.	
Paper anticipates and overwhelms counterarguments.	
Paper offers clear and logical position that corresponds with the evidence offered.	
Sources	
Paper makes use of the course materials.	
Paper uses good, objective source materials for the additional research.	
Presentation	
Paper is clearly written, uses professional language, and contains a clear and articulated recommendation.	
Paper is free of grammatical and spelling errors.	
Paper is well organized.	
Paper avoids overuse of quotations and includes proper citations.	
Paper is within the length parameters assigned and follows instructions from the assignment sheet.	

Grade: