

POL377H1F

Topics in Comparative Politics:

Genocide and Ethnic Cleansing

Department of Political Science – Summer 2019

Instructor: Mark Winward

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Office Hours: Tuesday 2-4pm, SS3007

I Introduction

This course provides a framework for understanding and analyzing genocide and ethnic cleansing as distinct political phenomena. Utilizing a comparative approach, this course introduces students to competing explanations as to the causes, dynamics, participants in, and means of preventing, mass atrocity. The course is organized into five parts. The first part of the course introduces students to the process of identity formation, and when certain identities become salient within society. The second part of the course examines who participates in genocide, who resists, and why. The third part of the course asks why and how genocide or ethnic cleansing occurs at all, and addresses this problem from a range of approaches and levels of analysis. The fourth part of the course is empirical, applying the analytical tools developed in the first three sections to pairs of case studies. The final part of the class focuses on prevention and reconciliation following genocide or ethnic cleansing.

By the end of this course students will be familiar with and be able to distinguish different theoretical approaches to genocide and ethnic violence, while also understanding the relative strengths and weaknesses of each approach. Students will also be familiar with applying these approaches to a number of case studies spanning from Europe, Africa, and Asia. Assignments for this course are designed to provide students with theoretical and applied research skills.

II Contact Policy and Office Hours

I am available through email at mark.winward@mail.utoronto.ca. My office hours will be 2-4pm on Tuesdays in room SS3007. I strongly encourage students to book an appointment ahead of time. I am also available to meet by appointment if necessary.

III Assignments and Expectations

Film Review – 20% Due May 28

Research Essay – 40% due in the final class

Final Exam – 40% to be scheduled during exam period

Film Response:

For the film review, students will be writing a response to the film *The Act of Killing*, which will be screened in class on May 16. The purpose of this assignment is to engage with why individuals come to participate in genocide or ethnic cleansing. Based on your interpretation of the film, why did those civilians who participated in the genocide do so? What type of motivations does the film highlight? What potential (other) motivations might it obscure, and is this problematic? Responses should be structured like an academic essay, including a clear introduction and thesis statement. Students are not required to do additional research beyond course materials for this assignment. Only cite lectures if the same material does not appear in the course readings. Responses should be approximately 1,000 words in length, *excluding* bibliography.

Research Essay:

For the research essay, students will choose a case of genocide or ethnic cleansing. Using the theoretical approaches taught during the course, students will make an argument regarding which approach is best suited for explaining the onset and dynamics of violence in the case that they chose. The research essay should be approximately 3,500 words, *excluding* bibliography. A detailed assignment prompt and a list of potential cases will be made available online early in the course.

Final Exam:

The final exam will be scheduled during the exam period. Students will be tested on both breadth and depth of knowledge, as well as their ability to apply theoretical concepts to empirical cases. Students who miss a final exam must petition to the Faculty through their College Registrar's Office for an opportunity to write a deferred exam.

V Assignment Submission, Late Policy, Extensions, and Appeals:

Students must submit both a hard copy of the assignment to the instructor and upload a copy of the assignment to quercus. This course also uses turnitin. Assignments are not considered submitted until both the hardcopy and online copy have been received. To be considered on time, assignments must be submitted at the beginning of class. Submissions made partway through lecture will be considered one day late. The reason for this policy is to avoid unnecessary class disruptions. Late assignments can be submitted to the Political Science Department Head Office (Sidney Smith 3018).

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site

Students who do not wish to use turnitin may speak to the instructor about alternative procedures prior to the assignment deadline.

Late assignments will be penalized five percent per day, including weekends.

Short Extensions will be considered upon provision of official documentation. Extensions without said documentation will not be considered. Extensions cannot be granted by instructors beyond the end of term. Students are strongly encouraged to make extension request *prior* to assignment deadlines.

Grade Appeals:

Should students wish to appeal a grade, they must provide a one page, hard-copy justification for the appeal, along with the marked version of the assignment. This justification should directly address the grader's comments, showing how they are not an adequate representation of the paper. Appeals must be submitted within two weeks of receiving the graded copy. Students are strongly encouraged to take a few days to reflect on the provided comments before submitting an appeal. Note that appeal requests not made in writing will not be considered.

VI Academic Integrity

Students are expected to follow University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). Failure to conform to the expectations in this document could lead to severe consequences. If you have any questions on Academic integrity, please contact the instructor. It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgment.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment including:
 - working in groups on assignments that are supposed to be individual work;
 - having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

Remember, Plagiarism is a serious academic offence and will be dealt with accordingly. For further clarification and information on plagiarism please see Writing at the University of Toronto <http://www.writing.utoronto.ca/advice/using-sources>.

VI Readings

All readings for this class are available online via the course reserves on quercus. All readings are also available at the library.

VII Accessibility Services

The University of Toronto is committed to accessibility and meeting the diverse learning styles and needs of students who require such accommodation. If you require such accommodation or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility services (<https://www.accessibility.utoronto.ca/Home.htm>) as soon as possible (accessibility.services@utoronto.ca or 416-978-8060).

VIII Class Schedule and Required Readings

Week 1: Introduction to course

May 7 - Introduction to course and syllabus

No readings

May 9 - Contested meanings: genocide and ethnic cleansing

Readings:

Straus, Scott. 2001. "Contested meanings and conflicting imperatives: A conceptual analysis of genocide" *Journal of Genocide Research* 3 (3): 349-375.

Toal, Gerard and Carl Dahlman. 2011. *Bosnia Remade: ethnic cleansing and its reversal*. New York: Oxford University Press. [Introduction: 1-27.] – (available as e-book through the library website)

The United Nations. "Convention on the Prevention and Punishment of the Crime of Genocide" available at: http://www.un.org/en/genocideprevention/documents/atrocities-crimes/Doc.1_Convention%20on%20the%20Prevention%20and%20Punishment%20of%20the%20Crime%20of%20Genocide.pdf

Week 2: Ethnic and Nationalist Identities

May 14 – Identity and its importance

Readings:

Brubaker, Rogers. 2002. "Ethnicity without groups" *European Journal of Sociology* 43(2): 163-189

Oberschall, Anthony 2000. "The manipulation of ethnicity: from ethnic cooperation to violence and war in Yugoslavia" *Ethnic and Racial Studies* 23(6): 982-2001

Straus, Scott. 2007. "What Is the Relationship between Hate Radio and Violence? Rethinking Rwanda's "Radio Machete"" *Politics & Society* 35(4): 609-637

May 16 - Film Screening: *The Act of Killing*

Note: Class will be held at Media Commons Theatre

Week 3: Participation and Ideology

May 21 – Who participates and why?

Readings:

Fujii, Lee Ann. 2008. "The Power of Local Ties: Who killed in Rwanda's Genocide" *Security Studies* 17(3): 568-597.

Mann, Michael. 2000. "Were the Perpetrators of Genocide "Ordinary Men" or "Real Nazis"? Results from Fifteen Hundred Biographics" *Holocaust and Genocide Studies* 14(3). 331-366

Optional:

Finkel, Evgeny. 2018. *Ordinary Jews: Choice and Survival During the Holocaust*. Princeton: Princeton University Press. Introduction: 4-20 (available as e-book through the library website)

May 23 – Ideology

Reading:

Weitz, Eric D. 2003. *A century of genocide: utopias of race and nation*. Princeton: Princeton University Press. [Chapter 1: 16-52 AND conclusion: 236-254] – (available as e-book through the library website)

Week 4: Explanations I: Regimes and Leadership

May 28 – Regime type

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

Mann, Michael. 2004. *Dark Side of Democracy: Explaining Ethnic Cleansing*. Cambridge: Cambridge University Press. [The Argument: 1-33] - (available as e-book through the library website).

Film Review Assignment Due

May 30 – National Leadership

Readings:

Gagnon, V.P. 2004. *The Myth of Ethnic War: Serbia and Croatia in the 1990s*. Ithaca: Cornell University Press. [Chapter 1]

Valentino, Benjamin. 2005. *Final Solutions: Mass Killing and Genocide in the Twentieth Century*. Ithaca: Cornell University Press. [Chapter 3].

Week 5: Local Dynamics and Case Studies I

June 4 – Local Dynamics

Readings:

Fujii, Lee Ann. 2009. *Killing Neighbors: Webs of violence in Rwanda*. Cornell: Cornell University Press. Chapter 3: 76-102. - (available as e-book through the library website)

June 6 - Armenia and Indonesia

Readings:

Gerlach, Christian. 2012. *Extremely Violent Societies: Mass-Violence in the Twentieth Century World*. Cambridge: Cambridge University Press. Chapter 3: 92-120 (available as e-book through the library website)

Robinson, Geoffrey. 2018. *The Killing Season: A history of the Indonesian Massacres, 1965-66*. Princeton: Princeton University Press. Introduction: 3-26 (available on course e-reserves).

Week 6: Case Studies II, Accountability, and Prevention

June 11 – Sudan and Myanmar

Readings:

Human Rights Watch. 2004. "Darfur in Flames: Atrocities in Western Sudan" *Human Rights Watch* 16(5A). Available at <https://www.hrw.org/reports/2004/sudan0404/sudan0404.pdf>

June 13 – Accountability and Prevention

Reading:

Clark, Janine. 2012. "The 'crime of crimes': genocide, criminal trials and reconciliation" *Journal of Genocide Research* 14(1): 55-77.

Robinson, Geoffrey. 2010. "*If you leave us here we will die*": How genocide was stopped in East Timor. Princeton: Princeton University Press [Introduction: 1-20 AND Chapter 9: 185-204].

Optional:

Thomson, Susan. 2011. "The Darker Side of Transitional Justice: The Power Dynamics Behind Rwanda's Gacaca Courts" *Africa* 81(3): 373-90.

FINAL PAPER DUE AT BEGINNING OF CLASS