

**PREVENTION OF GENOCIDE AND MASS ATROCITIES**  
**CONF 695 – 003**  
**Summer 2012 Semester**

**Class Time:** MTWR  
9:30 – 11:45 am  
**Location:** Arlington Founders Hall  
**Instructor:** Tetsushi Ogata  
**Office Hours:** By appointment through [togata@gmu.edu](mailto:togata@gmu.edu), 703-389-0413 (cell) or 703-993-4437 (office)

### **I. Background**

Genocide and mass atrocities, while rare, are extraordinarily destructive once they emerge. They are the product of years or even centuries of human experiences and as such can be understood and shall be prevented. The 20<sup>th</sup> century was marked by several cases of genocides and mass atrocities that challenge us to learn lessons from such behavior. Too often signs of impending genocidal violence were not identified, acknowledged, or acted upon, thereby creating conditions for their recurrence in new forms.

Preventing genocide and mass atrocities is a collective enterprise of knowledge management, strategic ingenuity, and political will. The field of genocide prevention has been developing, and what we see today is the emergence of increasing scholarship, time-sensitive and space-specific datasets, legal doctrines and practices, and a growing number of institutions mandated to prevent genocide. These emerging resources enable us to analyze motivation, capacity, and conducive environment that allow genocidal processes to take shape.

This course sharpens students' understanding of genocide and/or mass killing as a phenomenon through analyzing the past cases, such as Metz Yegh rn, Shoa, Cambodia, and Itsembambo, in light of various theoretical and analytical perspectives. While different in many aspects, these phenomena offer an extraordinary opportunity to analyze systematically the causes and conditions of genocides and mass atrocities in the last century. To prevent them from happening in the future, the course will have constant reference to current trends in research and practice, and students will be invited to deepen their knowledge learned by focusing on a particular case of their choice during the semester.

### **II. Objectives**

The objective of the course is to integrate the existing body of knowledge and theories of genocide and mass killing into a preventive approach that will have an impact on the actual prevention of mass violence. Genocide occurs over time and is subject to both internal and external dynamics that may escalate or diminish the possibility of a widespread experience of mass violence. Therefore, the course aims to:

- Understand the cases of 20<sup>th</sup> century genocides in depth
- Critically analyze them comparatively through theoretical perspectives
- Identify relevant insights to improve our knowledge of genocide as a distinct and yet a related phenomenon
- Contribute to the identification of current challenges and opportunities to prevent genocide
- Conceptualize and suggest proper course of action for the prevention of impending genocide and mass atrocities

### **III. Course Requirements**

#### Participation (10 %)

Class attendance is required. You are expected to come to class prepared to discuss the readings. This means that you should have completed all the assigned readings prior to each class. The goal in this class is to have respectful, open dialogue of the topic as part of learning. Be mindful of the sensitivities of others in your comments in class; however, open discussion and dialogue are our goals.

#### Reflection log (15 %)

This course is short and has a number of reading assignments. It is important to take your time to write down your comments, reflections, critiques, puzzles, or questions about the readings for the class. The course page on the Blackboard will be available, and you will log in to the site and post them. Although brief comments are perfectly acceptable, the content of your posting needs to demonstrate your intellectual engagement with the texts. These posts will be shared on the discussion forum page, so other students will have a chance to read and react.

#### Mid-term essay (15 %)

You will write a 10-15 page essay, double-spaced, Times New Roman 12 font, 1" margin. All written work should be properly cited in a standard citation format (MLA, Chicago, etc...). The mid-term paper is due on Friday July 13th by email. Multiple essay questions will be handed out on July 3, and you will write an answer to one of the essay questions.

#### Group Presentation (10 %)

The class will be divided into two groups at the beginning of the course. Each group will choose a single case of genocide or mass killing for the group presentation and the case analysis paper at the end of the course. Note that students may select a case of mass atrocities which may or may not be considered as genocide by some scholars. The sample list of those cases include Herero, Armenia, the Soviet Purge, the Holocaust, China, Bangladesh, Burundi, Cambodia, East Timor, Bosnia and Kosovo, Rwanda, or Sudan, or indigenous peoples. During the semester the groups will be given in-class time to discuss and apply an analytical framework to their case. You will present as a group your critical analysis of causes, circumstances, processes, contexts,

etc of the given case, deciding how to frame the nature of the genocide and/or mass atrocities by drawing upon concepts, theories, readings, discussions and lectures from the course. The emphasis is placed on theoretical applications of your acquired knowledge to the case, which is different from recounting factual descriptions of what happened.

#### Final-exam essay (50 %)

You will write a research paper on the topic you choose. This should be around X page essay in which you demonstrate your knowledge of your chosen case(s), theories, practices of preventing genocide and mass atrocities you learned during the semester and synthesize them with your own critical thinking. This is not a summary or survey of the literature; it is your focused approach to a particular aspect of a case(s) or a specific area of genocide prevention, using the existing literature and past cases while illuminating new insights and directions the field of genocide prevention needs to take.

#### **IV. Readings**

The following books are required and will be used as core texts. Other supplemental books listed below are designed to be reference to guide your further research on your group presentation and the final research paper. The reading materials in class other than the core texts will be available by the online course website on the Blackboard.

#### Required:

Adam Jones. 2011. *Genocide: A Comprehensive Introduction*. 2nd ed. London: Routledge.

James Waller. 2007. *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing*. 2nd ed. Oxford: Oxford University Press.

#### Recommended:

Bellamy, Alex J. 2009. *Responsibility to Protect: The Global Effort to End Mass Atrocities*. Cambridge: Polity.

Bloxham, Donald, and A. Dirk Moses, eds. 2010. *The Oxford Handbook of Genocide Studies*. Oxford: Oxford University Press.

Chalk, Frank, and Kurt Jonassohn. 1990. *The History and Sociology of Genocide: Analyses and Case Studies*. New Haven: Yale University Press.

Goldhagen, Daniel Jonah. 2009. *Worse Than War: Genocide, Eliminationism, and the Ongoing Assault on Humanity*. 1st ed. New York: PublicAffairs.

Jones, Adam, ed. 2012. *New Directions in Genocide Research*. New York: Routledge.

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

Levene, Mark. 2005. *Genocide in the Age of the Nation-State: The meaning of genocide*. Volume 1. London: I.B. Tauris.

Midlarsky, Manus I. 2005. *The Killing Trap: Genocide in the Twentieth Century*. Cambridge: Cambridge University Press.

- Midlarsky, Manus I. 2011. *Origins of Political Extremism*. Cambridge: Cambridge University Press.
- Power, Samantha. 2002. *A Problem from Hell: America and the Age of Genocide*. New York: Basic Books.
- Schabas, William. 2009. *Genocide in International Law: The Crime of Crimes*. 2nd ed. Cambridge: Cambridge University Press.
- Semelin, Jacques. 2007. *Purify and Destroy: The Political Uses of Massacre and Genocide*. The CERJ series in comparative politics and international studies. New York: Columbia University Press.
- Staub, Ervin. 1989. *The Roots of Evil: The Origins of Genocide and Other Group Violence*. Cambridge: Cambridge University Press.
- Totten, Samuel, ed. 2005. *Genocide at the Millennium*. Genocide v. 5. New Brunswick, N.J.: Transaction Publishers.
- Rubenstein, Richard E. 2010. *Reasons to Kill: why Americans choose war*. 1st ed. New York: Bloomsbury Press.
- Benjamin Valentino. 2004. *Final Solutions: Mass Killing and Genocide in the Twentieth Century*. Cornell studies in security affairs. Ithaca, N.Y.: Cornell University Press.

#### On Armenia:

- Akçam, Taner, *From Empire to Republic: Turkish Nationalism and the Armenian Genocide*, London: Zed Books, 2004.
- Balakian, Peter, *The Burning Tigris: The Armenian Genocide and America's Response*, New York: Harper Collins, 2003.
- Bloxham, Donald, *The Great Game of Genocide: Imperialism, Nationalism, and the Destruction of the Ottoman Armenians*, Cambridge: Cambridge University Press, 2005.
- Dadrian, Vahakn N., *Warrant for Genocide: Key Elements of Turko-Armenian Conflict*, New Brunswick, NJ: Transaction Publishers, 1999.

#### On the Holocaust:

- Bartov, Omer, *Germany's War and the Holocaust: Disputed Histories*, Ithaca, NY: Cornell University Press, 2003.
- Browning, Christopher, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*, New York: Perennial, 1993.
- Fein, Helen, *Accounting for Genocide*, Free Press, New York, 1979.
- Goldhagen, Daniel J., *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*, New York: Vintage, 1997.

#### On Cambodia:

- De Nike, Howard J., John B. Quigley, and Kenneth J. Robinson, *Genocide in Cambodia: Documents from the Trial of Pol Pot and Ieng Sary*, Pennsylvania Studies in Human Rights, Philadelphia: University of Pennsylvania Press, 2000.
- Kiernan, Ben, *The Pol Pot Regime: Race, Power and Genocide in Cambodia under the Khmer Rouge*, New Haven, CT: Yale University Press, 1996.

Hinton, Alexander Laban, *Why Did They Kill? Cambodia in the Shadow of Genocide*, Berkeley, CA: University of California Press, 2005.

On Rwanda:

Dallaire, Roméo, *Shake Hands with the Devil: The Failure of Humanity in Rwanda*, New York: Carroll & Graf, 2004.

Gourevitch, Philip, *We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda*, New York: Farrar, Straus & Giroux, 1998.

Prunier, Gérard, *The Rwanda Crisis: History of a Genocide*, New York: Columbia University Press, 1997.

**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 <http://academicintegrity.gmu.edu/>. The Honor Code is as follows:

“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 honor code: *Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.*”

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 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.

**V. Other Campus Resources:**

**Office of Disability Services**

The <http://accessibility.gmu.edu/student-services.html> website provides information on the various services available to facilitate equal access for students with disabilities to ensure access to all university courses, programs, events, and services. Services include technology consultations, training and equipment/software for all students with disabilities. The accessible text project provides conversion of hard copy text into accessible electronic format. The university libraries have a variety of services and policies designed to ensure comparable access to all library services.

**English Language Institute**

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by a member of the GMU faculty or staff. For more information, visit <http://eli.gmu.edu/>, call 703-993-3660 or e-mail [eli@gmu.edu](mailto:eli@gmu.edu).

### **The Writing Center**

The Writing Center is a free writing resource that offers individual, group, and online tutoring. For general questions and comments, please visit the website at <http://writingcenter.gmu.edu/>, or e-mail [wcenter@gmu.edu](mailto:wcenter@gmu.edu), or call 703-993-1200.

## **VI. Schedule of classes and readings:**

### **Week 1 – Understanding what “genocide” means:**

#### **July 2, Monday**

##### **Course Introduction**

Conflict vs. genocide; conflict prevention & resolution vs. genocide prevention; theory, research & practice of conflict resolution and genocide prevention

Alex Bellamy, “Mass Atrocities and Armed Conflict: Links, Distinctions, and Implications for the Responsibility to Prevent,” available online at The Stanley Foundation’s *Policy Analysis Brief*, <http://www.stanleyfoundation.org/resources.cfm?id=445>.

Alice Ackermann 2003, “Idea and practice of conflict prevention,” *Journal of Peace Research*, vol. 40, no. 3, pp. 339-347.

Recommended:

David Hamburg, “Recent advances in preventing mass violence,” *Annals of the New York Academy of Sciences*, 1208, 2010, pp.10-14.

Michael Lund 1996, *Preventing Violence Conflicts: Strategy for Preventive Diplomacy*, Washington, DC: United States Institute of Peace Press.

Lawrence Wocher, “Preventing Violent Conflict,” *Special Report* by USIP, <http://www.usip.org/publications/preventing-violent-conflict>.

#### **July 3, Tuesday**

##### **Conceptions of genocide prevention: debates and development**

Convention on the Prevention and Punishment of the Crime of Genocide. Available electronically at <http://treaties.un.org/doc/Publication/UNTS/Volume%2078/volume-78-I-1021-English.pdf> or [www.hrweb.org/legal/genocide.html](http://www.hrweb.org/legal/genocide.html)

Adam Jones, *Genocide*, Chapter 1

Helen Fein, *Genocide: a sociological perspective*, Chapter 2 & 3 (pp.8-50)

Alex Alvarez, *Governments, Citizens, and Genocide*, Chapter 2 (pp.28-55)

Recommended:

Hannibal Travis 2012, "On the Original Understanding of the Crime of Genocide," *Genocide Studies and Prevention*, vol. 7, no. 1, pp. 30-55.

Mark Levene, "Definitional Conundrums," in *The Meaning of Genocide*, pp.36-89.

Jacques Semelin, *Purify and Destroy*, Chapter 6, pp.308-361.

### **Mid-term essay questions handed out**

#### **July 4 – Holiday**

#### **July 5, Thursday**

##### **Perspectives on Genocide Prevention: 60 years after the Convention, where are we?**

See the text of the Rome Statute of the International Criminal Court on war crimes, crimes against humanity and genocide, <http://untreaty.un.org/cod/icc/statute/romefra.htm>

Patricia Wald 2007, "Genocide and Crimes against Humanity," *Washington University Global Studies Law Review*, vol. 6:621.

Samuel Totten 2011, "The State and Future of Genocide Studies and Prevention: An Overview and Analysis of Some Key Issues," *Genocide Studies and Prevention*, vol. 6, no. 3, pp. 211-230.

Benjamin Liebermann 2011, "From Definition to Process," in Adam Jones (ed.), *New Directions in Genocide Research*, New York: Routledge.

Recommended:

Sheri Rosenberg 2012, "Genocide is a process, not an event," *Genocide Studies and Prevention*, vol. 7, no. 1, pp. 16-23.

Yehuda Bauer 2012, "Holocaust Education and Genocide Prevention," *GPANet 2012*.

### **Week 2 – Discourses on Prevention – "What" and "How"**

#### **July 9, Monday**

##### **Case 1: The Rwandan case – What went wrong?**

Film showing (TBC): *Ghosts of Rwanda*

Adam Jones, *Genocide*, Chapter 9

Benjamin Valentino, "Review: Still Standing by: Why America and the International Community Fail to Prevent Genocide and Mass Killing." *Perspectives on Politics* 1, no. 3: 565-578.

Fred Grunfeld and Wessel Vermeulen 2009, "Failures to Prevent Genocide in Rwanda (1994), Srebrenica (1995), and Darfur (since 2003)," *Genocide Studies and Prevention*, vol. 4, no. 2, pp. 221-238.

Recommended:

Philip Gourevitch, *We wish to inform you that tomorrow we will be kill with our families*, Part 1.  
Samantha Power 2003, *Problem from Hell: America and the Age of Genocide*, New York: Perennial.

## **July 10, Tuesday**

### **Approaches to understand genocide**

Benjamin Valentino, *Final Solutions*, Chapters 2 (pp.30-65)  
Manus Midlarsky, *The Killing Trap*, Chapter 5 (pp.83-110)  
Jacques Semelin, *Purify and Destroy*, Chapter 1 (pp.9-51) and also skim pp.320-347  
Gregory Stanton, "8 stages of genocide," available at  
<http://www.genocidewatch.org/aboutgenocide/8stagesofgenocide.html>  
Daniel Goldhagen, *Worse than War*, Chapter 1, pp.1-32

Recommended:

Adam Jones, *Genocide*, Chapter 11,  
Frank Chalk and Kurt Jonaassohn, *The History and Sociology of Genocide*, Part I, pp. 3-39.  
Ben Kiernan, *Blood and Soil*, Chapter 1, pp.1-40

## **July 11, Wednesday**

### **During genocide: psychological workings of agents**

Adam Jones, *Genocide*, Chapter 10  
James Waller, *Becoming Evil*, pp.137-140 and Chapter 6, 7 and 8  
Ervin Staub, *The Roots of Evil*, Chapter 2 (pp.13-34)

Recommended:

Steven Baum, *the Psychology of Genocide*, Chapter 3, 4, and 5  
Samantha Power, "Bystanders to genocide," *the Atlantic Monthly*, September 2001, available at  
<http://www.mtholyoke.edu/acad/intrel/power.htm>

## **July 12, Thursday**

### **Case 2: The Cambodian case – Why did they kill?**

Film: *Enemy of the People* or *Killing Fields*  
Adam Jones, *Genocide*, Chapter 7



Recommended:

Alex Hinton, *Why did they kill? Cambodia in the Shadow of Genocide*

**Mid-term take home essay due on Friday July 13**

**Week 3 – Instruments of Prevention**

**July 16, Monday**

**Development of legal doctrines – Prosecution and fight against impunity**

Adam Jones, *Genocide*, Chapter 15

William Schabas, *Genocide in International Law*, (2<sup>nd</sup> ed), Chapter 8 (pp.400-490)

Recommended:

William Schabas 2008, "Prosecuting Genocide," in Dan Stone (ed), *The Historiography of Genocide*, New York: Palgrave.

Samuel Totten (ed), *Genocide at the Millennium*, Chapter 8, 9, and 10

Eyal Mayroz 2012, "The legal 'duty' to prevent," *Journal of Genocide Research*, vol. 14, no. 1.

**July 17, Tuesday**

**R2P I: Development of international "norms" – what R2P is and what it is not**

International Commission on Intervention and State Sovereignty. 2001. *The Responsibility to Protect*. Ottawa: IDRC, available at <http://www.iciss.ca/report-en.asp>. Read Synopsis

Alex Bellamy, *Responsibility to Protect*, Chapter 1 (pp.1-34) and pp.51-65

Gareth Evans, *The Responsibility to Protect*, Chapter 3 (pp.55-76)

Browse through the website of the International Coalition for the Responsibility to Protect (ICR2P) at <http://www.responsibilitytoprotect.org/index.php/about-rtop/the-un-and-rtop>

Recommended:

Thomas Weiss, *Humanitarian Intervention*, Chapter 1, 3 and 4

**July 18, Wednesday**

**R2P II: Critique and challenges – application, implementation? R2P, POC and GP?**

"Responsibility while protecting: elements for the development and promotion of a concept" (A/66/551-S/2011/701), 11 November 2011

"Report of the Secretary-General on the protection of civilians in armed conflict" (S/2012/376), 22 May 2012

Asia-Pacific Centre for the Responsibility to Protect, "R2P IDEAS in brief: A Common Standard for Applying R2P," *APC R2P Brief*, vol. 2, no. 6. 2012

The Global Centre for the Responsibility to Protect, "The relationship between the Responsibility to Protect and the Protection of Civilians in Armed Conflict," *Policy Brief*, January 2009

And class handouts of newspaper articles (blackboard)

Recommended:

Jonas Claes 2012, "Protecting Civilians from Mass Atrocities: Meeting the Challenge of R2P Rejectionism," *Global Responsibility to Protect*, vol. 4, no. 1, pp. 67-97.

Asia-Pacific Center for the Responsibility to Protect, R2P IDEAS in brief, *APC R2P Brief*, vol. 2, no. 7. 2012

### **July 19, Thursday**

#### **Development of early warning & risk assessment**

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

Christoph O. Meyer, Florian Otto, John Brante, and Chiara De Franco. 2010. "Recasting the Warning-Response Problem: Persuasion and Preventive Policy." *International Studies Review* 12, no. 4 (12): 556-578.

Birger Heldt 2012, "Data Gathering, Data Verification, and Other Challenges," *GPANet 2012*, pp. 13-32.

Raymond Kitevu 2012, "Data Gathering and Verification Systems and Their Application with International, Regional, National, and Local Arrangements," *GPANet 2012*, pp. 33-41.

Recommended:

Barbara Harff. 2009. "How to Use Risk Assessment and Early Warning in the Prevention and De-escalation of Genocide and other Mass Atrocities." *Global Responsibility to Protect* 1, no. 4: 506-531.

Rodik, Petra and Drazen Penzar and Armano Srbljinovic. "An Overview of Databases of Conflicts and Political Crisis" In *Interdisciplinary Description of Complex Systems*, 2003. Available electronically at <http://indecs.znanost.org/2003/indecs2003-pp9-21.pdf>

### **Week 4 – Post genocide stage:**

#### **July 23, Monday**

#### **Post-genocide: recovery, reconciliation, and denial**

Adam Jones, *Genocide*, Chapter 14

Ervin Staub and Laurie Anne Pearlman, "Healing, Reconciliation, and Forgiving after Genocide and Other Collective Violence," in *the Psychology of Good and Evil*, pp.432-450.

Israel Charny, "Templates for Gross Denial of a Known Genocide: A Manual," in *The Encyclopedia of Genocide*, volume 1, page 168.

Alex Bellamy 2012, "Getting Away with Mass Murder," *Journal of Genocide Research*, vol. 14, no. 1, pp. 29-54.

Maja Catic 2008, "A Tale of Two Reconciliations: Germans and Jews after World War II and Bosnia after Dayton," *Genocide Studies and Prevention*, vol. 3, no. 2, pp. 213-242.

(Film: Gacaca vs. recent news)

Recommended:

Donna Lee-Frieze 2008, "Cycles of Genocide, Stories of Denial: Atom Egoyan's Ararat", *Genocide Studies and Prevention*, vol. 3, no.2, pp. 243-262

Janine Natalya Clark 2012, "The 'crime of crimes': genocide, criminal trials and reconciliation," *Journal of Genocide Research*, vol. 14, no. 1.

## **July 24, Tuesday**

### **Nature of indifference and acts of rescue & resistance: Ordinary acts in extraordinary cases?**

Paul Slovic, "If I look at the mass I will never act": Psychic numbing and genocide." *Judgment and Decision Making* (2007) 2, no. 2: 79-95.

Lee Ann Fujii 2011, "Rescuers and Killer-Rescuers during the Rwanda Genocide: Rethinking Standard Categories of Analysis," in Jacque Semelin et al. (eds.), *Resisting Genocide: The Multiple Forms of Rescue*, New York: Columbia University Press.

Hasmik Tevosyan 2011, "Rescue Practices During the Armenian Genocide," *Resisting Genocide: The Multiple Forms of Rescue*, New York: Columbia University Press.

Recommended:

Jacque Semelin et al. (eds.) 2011, *Resisting Genocide: The Multiple Forms of Rescue*, New York: Columbia University Press.

## **July 25, Wednesday**

### **The role of military forces in prevention & preventive deployment**

Mass Atrocity Response Operations (MARO): A Military Planning Handbook

Mass Atrocity Prevention & Response Options (MAPRO): A Policy Planning Handbook

Ostrowski, "Preventive Deployment as Preventive Measure: Macedonia and Beyond," *NYU Journal of International Law and Politics*, 1998

Recommended:

USIP peace brief in June 2012 on Atrocity Prevention through Persuasion and Deterrence

**July 26, Thursday**

**Policymaking of genocide prevention: what governments are doing?**

Guest lecture: Ms. Julia Fromholz – the US government’s efforts on the Atrocity Prevention Board

Read “Presidential Study Directive 10 on Mass Atrocities” (Aug 4, 2011) and “Fact Sheet: A Comprehensive Strategy and New Tools to Prevent and Respond to Atrocities” from the White House page

Genocide Prevention Task Force (GPTF), *Preventing Genocide*

Lawrence Woocher, “A Reflection from the United States: Advancing Genocide Prevention through a High-Level Task Force,” *Politorbis*, pp.135-147,

[http://www.genocidewatch.org/images/Resources\\_10\\_03\\_01\\_Politorbis\\_Genocide\\_Prevention\\_Final.pdf](http://www.genocidewatch.org/images/Resources_10_03_01_Politorbis_Genocide_Prevention_Final.pdf)

Henry Theriault 2009, “The Albright-Cohen Report: From Realpolitik Fantasy to Realist Ethics,” *Genocide Studies and Prevention*, vol. 4, no. 2, pp. 201-210.

**Week 5 – Reflection**

**July 30**

**Reflecting on the genocide studies – as a field or a discipline?**

Evgeny Finkel and Scott Straus 2012, “Macro, Meso, and Micro Research on Genocide: Grains, Shortcomings, and Future Areas of Inquiry,” *Genocide Studies and Prevention*, vol. 7, no. 1,

Ernest Verdeja 2012, “On Situating the Study of Genocide within Political Violence,” *Genocide Studies and Prevention*, vol. 7, no. 1, pp. 81-88.

Henry Theriault 2012, “Against the Grain: Critical Reflections on the State and Future of Genocide Scholarship,” *Genocide Studies and Prevention*, vol. 7, no.1, pp. 123-144.

Recommended:

Uğur Ümit Üngör 2012, “Studying Mass Violence: Pitfalls, Problems, and Promises,” *Genocide Studies and Prevention*, vol. 7, no. 1, pp. 68-80.

Robert Melson 2011, “Critique of Current Genocide Studies,” *Genocide Studies and Prevention*, vol. 6, no.3, pp.279-302.

Scott Straus 2007, “Review Article: Second-Generation Comparative Research on Genocide,” *World Politics* 59, pp. 476-501.

**July 31**

**Group Presentations**

**Final Research Paper due August 5**