

Political Science/Social Justice 313 Spring 2023 Classroom: Sage 2215 MWF 10:20—11:20 Credits: 3	Professor Michael Jasinski Sage Hall 4624 Email: jasinskm@uwosh.edu Office Hours: Th 11-2pm
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Politics of Genocide

Course Description: In this course, we examine the sad phenomenon of genocide from two distinct perspectives in our discipline: comparative politics and international relations. In the beginning of the course, we look inside the state to get an idea of the social, economic and political situations that make a state more susceptible to genocide and see if there are indicators common to most genocides. The second part of the course examines several genocides in detail. In the final section of the course, we attempt to figure out why preventing and punishing genocide and other crimes against humanity is so difficult, and evaluate the methods used for prosecution and punishment to date.

Prerequisites: Political Science 101 or 115 or consent of instructor.

Readings: All course readings are on Canvas. This course requires no textbooks.

Political Science Student Learning Outcomes

1) Understand and apply theory frameworks

Political Science students should be able to

- A. recognize normative and ethical components of politics
- B. understand theoretical foundations of politics in the different subfields
- C. recognize the value of theories for making sense of the past and present
- D. apply theoretical arguments and concepts in the service of explanation or prediction of political phenomena

2) Understand and apply history as a lens of inquiry

Political Science students should be able to

- A. use history as a framework for understanding contemporary politics
- B. understand that discerning historical patterns and their disruption are critical parts of the discipline

Assessing the Student Learning Outcomes:

--**Exams.** There will be two exams, each with 50 multiple choice questions. The exams are non-cumulative. Dates of exams are on the course schedule below. Each of the exams is worth 10% of the final course grade.

--**Weekly Responses.** Starting with week 2, there will be a set of response questions posted to Canvas.

The requirement here is to write 200-word responses for **four** of the discussion questions **for each week**. Submit them to the relevant dropbox under Assignments on Canvas.

The total number of points is 16 per weekly assignment.

Each of the four individual responses is graded on a four-point scale (1-4). These points will be earned as follows:

- Actually provides a sound, logical, evidence-supported answer to the question.
- Is at least 200 words in length.
- Cites one of the main readings (marked with * on the syllabus).
- Cites one of the supplemental readings or a second main reading if one is available.

No supplemental reading may be cited in more than two responses. There is no limit on main readings.

The readings ought to be explicitly cited using either in-text citations, for example (Smith, 2010, p. 23) or footnotes.

I will post each week's questions on Monday of each week. The responses will be due the Friday of the following week. You will lose four (4) points for a late submission unless the lateness is for an excused reason.

Weekly responses should take the form of documents (.doc or .pdf formats) uploaded to their respective Canvas dropboxes.

I will provide written feedback on Canvas to each of your answers. Collectively, they will amount to 40% of the final course grade.

--**Participation in class discussion:** This accounts for the 15% of your course grade. Class participation grade will be assessed as follows:

Frequent and topical participation: 100%

Occasional participation: 85%

No participation, or very rare participation: 70%

All readings summaries submitted on time and to standard: +15% (not to exceed 100%)

Research Paper: This project will count for 30% of your course grade, with the initial submission (specified in the course schedule below) counting for 5%, and the final submission due at the end of the semester worth the remaining 25%.

Option 1: Ordinary Man.

Examine motives of an individual who chose to participate in a process of genocide, directly or indirectly. The individual in question ought to be a middle-to-high ranking official in the country in question, but not a member of top leadership who inspired or ordered the genocide.

To fulfill this option, follow these steps:

- Identify a perpetrator of or an accessory to a genocide. This should be a well-known figure that is already a subject of considerable research from which you will draw your own bibliography. Attempt to discern the dominant motive for participation. There are three possibilities, which you ought to address in detail, providing evidence in favor of or against each of the three.

--Possibility one is Altruism (Achievement motive). For this individual, the overarching goal is the welfare of his nation/people. The association with the genocidal organization occurs because they perceive that organization as instrumental to achieving the overarching goal. Participation in genocide may be seen as a regrettable but unavoidable part of the career arc.

--Possibility two is pursuit of power (Power motive). The overarching goal here is amassing maximum power, resources, and influence for oneself and, by extension, also for one's country/nation.

--Possibility three is self-hatred (Affiliation motive). The individual in question has a self-destructive streak, seeks to punish self and, by extension, the whole country. The participation in genocide amounts to enacting that punishment.

----Discuss this individual's entire career arc, including activities prior to becoming associated with a genocidal organization/leader as well as early childhood socialization. Attempt to identify the point at which the individual becomes a perpetrator of or an accessory to genocide or other major crime against humanity.

--Support your assertions and evidence with bibliography and citations.

--Use proper grammar, syntax, spelling.

Each of these categories will receive a mark of 0 (inadequate), 1 (adequate), or 2 (outstanding). A paper which scores nothing but 1s will receive a comprehensive grade of F (40%), a paper with nothing but 2s will receive a comprehensive grade of C- (70%), and a paper with nothing but 3s will receive a comprehensive grade of A (100%).

Option 2: Weimar

The objective of this paper is to anticipate a future genocide by identifying a demographic at risk and evaluating the degree of danger in which it could find itself. To fulfill this option, follow these steps:

--Pick a country from the list of United States, United Kingdom, Germany, France, Israel, Australia, Canada, and Ukraine.

--Identify two demographics, one that may be used to trigger a "fear motive" and one that may be used to trigger a "greed motive." Pick demographics most attractive in that regard, compared to other comparable demographics. They may be defined in ethnic, class, gender, or other criteria.

--Describe the most extreme level of persecution that demographic might experience should the country's political leadership opt to reap political capital through scapegoating. The options here are internment/incarceration, internal and/or external deportation, and genocide. Be sure to discuss factors facilitating or discouraging the escalation of the level of persecution to the level of actual genocide, both internal and international.

--Discuss the potential beneficiaries of the persecution, individuals and groups whose support for the state and its leaders is being mobilized.

-- Support your assertions and evidence with bibliography and citations.

--Use proper grammar, syntax, spelling.

Each of these categories will receive a mark of 0 (inadequate), 1 (adequate), or 2 (outstanding). A paper which scores nothing but 1s will receive a comprehensive grade of F (40%), a paper with nothing but 2s will receive a comprehensive grade of C- (70%), and a paper with nothing but 3s will receive a comprehensive grade of A (100%).

Class Participation: Class participation will be worth 10% of the final course grade. This is by far the most subjective component of the grade, however, you will get the full credit for it if you make your presence felt in class on at least a semi-regular basis, in the form of answering questions, asking questions, providing commentary relevant to the current topic.

Attendance: You may have up to three unexcused absences. Any unexcused absences beyond that will cost you a point to the grade, up to 10 points.

Office hours: They are specified at the top of the syllabus. In addition, I am available at other times by appointment or through MS Teams. If my MS Teams icon has a green dot next to it, it means I am online and (likely) available. It is a relatively convenient way to exchange messages or even have a face-to-face (virtual) chat either during or outside office hours.

Expectations for Academic Honesty: A college education is intended to develop your skills, knowledge, and confidence. Graded assignments are designed to work on these items. Thus, to gain the skills, knowledge, and confidence of a college-educated person all graded work is to be your own. When you are directed to work alone, an assignment or test must be done by you, its primary ideas are to be your own, and any outside materials should be dealt with properly (quoted when using someone's words, and cited when quoting or referencing them in any other way). When your teacher directs you to work in teams, the work is to be done by the team. More information can be found here: <https://uwosh.edu/politicalscience/wp-content/uploads/sites/14/2020/08/Academic-Honesty.pdf>

Note: If substantive changes are made in course syllabus, such as changes in schedule or assignments, notification will be provided in a timely manner and a revised syllabus made available.

Disclosure statement: "Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990: <https://uwosh.edu/financialaid/consumer-information/>."

Statement of reasonable accommodation for student with disabilities

<https://www.uwosh.edu/deanofstudents/Accessibility-Center/faculty-and-staff-resources/syllabus-statement>

Grievance Procedure: The Department of Political Science is committed to offering you a high-quality classroom experience, and we take your feedback very seriously. If you have concerns about anything related to this course, assignments, or teaching method, you are encouraged to first speak with your instructor directly. If you are not comfortable speaking with the instructor, you are invited to speak with the Chair of the Department of Political Science, Dr. James Krueger. He can be reached at

kruegerj@uwosh.edu. Should he be unable to resolve your concerns, he will guide you to appropriate resources within the College of Letters and Science.

Note to Political Science Majors: Political Science majors should take Political Methodology (245) in either their sophomore year or the first semester of their junior year. If you have questions about this requirement, your course schedule, possible internships, or career preparation please reach out to your faculty adviser. Students are encouraged to meet with their faculty advisers at least once per year. If you are unsure who your adviser is, you can check Titanweb or email Ms. Angelee Hammond at hammond@uwosh.edu.

Course Schedule

Week 1 M 1/30 W 2/1 F 2/3 “And we took all his cities at that time, and utterly destroyed the men, and the women, and the little ones, of every city, we left none to remain”

Feierstein, “Defining the Concept of Genocide”*

Hayden, “Schindler’s Fate: Genocide, Ethnic Cleansing, and Population Transfers”*

Fein, “Accounting for Genocide after 1945”*

Week 2 M 2/6 W 2/8 F 2/10 “Prepare slaughter for his children for the iniquity of their fathers; that they do not rise, nor possess the land, nor fill the face of the world with cities.”

Hogg, et al., “A Tale of Two Theories: A Critical Comparison of Identity Theory with Social Identity Theory.”*

Waller, “Psychological Construction of the ‘Other’”

Tetlock, “Accountability: A Social Check on the Fundamental Attribution Error.”

Stangor and Schaller, “Stereotypes as Individual and Collective Representations”

Lei and Vesely, “In-Group and Out-Group Stereotypes”

Week 3 M 2/13 W 2/15 F 2/17 “Observe thou that which I command thee this day: behold, I drive out before thee the Amorite, and the Canaanite, and the Hittite, and the Perizzite, and the Hivite, and the Jebusite”

Jasinski, “Genocide as Product of Means, Motive, and Opportunity”*

Nye, “Types and Skills”

Walker, “Motivational Foundations of Political Belief Systems: A Reanalysis of the Operational Code Construct”

Week 4 M 2/20 W 2/22 F 2/24 “Genocide, after all, is an exercise in community building.”

Darley, John M. “Social Organization for the Production of Evil.”*

Huddy, “Group Cohesion and Political Action”

Grass, “How I spent the war”

Jha and Wilkinson, “Does Combat Experience Foster Organizational Skill?”

Browning, “Ordinary Men”

Week 5 M 2/27 W 3/1 F 3/3 “Who today remembers the Armenians?”

Jasinski, "Ottoman Empire and Turkey"*

Shields, "The Greek-Turkish Population Exchange"

Leezenberg, Michiel. "The Anfal Operations in Iraqi Kurdistan"

Stafford, "Saddam Hussein"

Lin, "US Lying About Halabja"

Travis, "The Long Genocide in Upper Mesopotamia"

Week 6 M 3/6, W 3/8, F 3/10 "I go the way Providence dictates with the assurance of a sleepwalker"

Jasinski, "Germany in Two World Wars"*

Rowan, "Luther, Bucer, and Eck on the Jews"

Vital, "Proposals"

Vital, "Crystallization"

Friedman, "Jewish Ghettos of the Nazi Era"

Browning, "Nazi Resettlement Policy"

Edelheit, "Jewish Responses to the Nazi Threat"

Ross, "The Ambiguous Legacy of Kristallnacht"

Haeberle, "Swastika, Pink Triangle, Yellow Star"

Week 7 M 3/13 W 3/15 F 3/17 "Not anonymous men in uniforms, cogs in a war machine, agents carrying out orders, but their own neighbors, who chose to kill and were engaged in a bloody pogrom - willing executioners."

Jasinski, "Eastern Europe and the Holocaust"*

Gross, "Who Murdered the Jews of Jedwabne?"

Gross, "Plunder"

Gross "What do People Remember?"

Snyder, "The Causes of Ukrainian-Polish Ethnic Cleansing, 1943"

McBride, "Peasants into Perpetrators"

Gerberg, "Poland's Western Border and the Transfer of German Population"

Kordan, "Making Borders Stick"

SPRING BREAK

Week 8 M 3/27 W 3/29 F 3/31 "Death is a solution to all problems"

Jasinski, "USSR and Cambodia"*

Martin, "The Origins of Soviet Ethnic Cleansing"

Gelb, "The Far-Eastern Koreans"

Taagepera, "Soviet Collectivization of Estonian Agriculture"

Ulam, "War Against the People"

Wrobel, "Class War or Ethnic Cleansing?"

Katchanovski, "The Politics of Nazi and Soviet Genocides in Orange Ukraine"
Kuromiya, "Soviet Famine of 1932-33 Reconsidered"

Week 9 M 4/3 W 4/5 F 4/7 "Better dead than Red"

Murphy, "US Rapprochement with Indonesia"*
Bernstein, "Mao Zedong and the Famine of 1959-60"*

Jonas, "Guatemala"
Cribb, "The Indonesian Massacres"
Bramall, "Agency and Famine in China's Sichuan Province, 1958-1962"
Tsuo, "China's Xinjiang Policy"
Caksu, "Islamophobia, Chinese Style"
Abbas, "International Action to Protect the Uyghur People"

Week 10 M 4/10 W 4/12 F 4/14 "We regret to inform you tomorrow we will be killed with our families"

Jasinski, "The Rwanda Genocide"*
Uvin, "Ethnicity and Power in Rwanda and Burundi"
Lemarchand, "The Burundi Genocide"
Stafford, "Theoneste Bagosora"
Hintjens, "Explaining the 1994 Genocide in Rwanda"
Chossudovsky, "Economic Genocide in Rwanda"

Week 11 M 4/17 W 4/19 F 4/21 "They will never beat you again"

Gagnon, "Ethnic Nationalism and International Conflict: The Case of Serbia"*
Hoare, "Genocide in Former Yugoslavia Before and After Communism"*
Hayden, "Imagined Communities and Real Victims"
Biserko, "The Srebrenica Genocide"
Denich, "Dismembering Yugoslavia"
MacDonald, "Croatia, Greater Serbianism, and the Conflict Between East and West"
MacDonald, "Comparing Genocides"

Paper Initial Draft Due F 4/21

Week 12 M 4/24 W 4/26 F 4/28 "Civilize 'em with a Krag"

Wagner, "America's Forgotten History of Illegal Deportations"*
Friedberg, "Americanizing the Holocaust"*
Bowes, "American Indian Removal Beyond the Removal Act"*

Madley, "Re-Examining the American Genocide Debate"
Thornton, "Cherokee Population Losses During the Trail of Tears"

Glazer, "The Moros as a Political Factor in Philippine Experience"
Valenciana, "Unconstitutional Deportation of Mexican-Americans"
Chin, "Japanese-American Internment"
Madley, "California's Yuki Indians"

Week 13 M 5/1 W 5/3 F 5/5 *"We came, we saw, he died"*

Heinze, "The Rhetoric of Genocide in US Foreign Policy"*
Bellamy, "The Responsibility to Protect and the Problem of Military Intervention"*

deWaal, "Darfur and the Failure of Responsibility to Protect"
Hehir, "Libya, the Security Council, and the Responsibility to Protect"
Peifer, "Genocide and Airpower"

Week 14 M 5/8 W 5/10 F 5/12 *"Never again"*

Jasinski, "Conclusions"*
Harff, "No Lessons Learned from the Holocaust?"*

Adams, "The World's Next Genocide"
Katchanovski, "Terrorists or National Heroes?"

Exam 2 Friday 5/12 Weeks 8-16

Final Research Paper Submissions due 5/12