THE PREVENTION OF GENOCIDE [HI 543 / IR 437]

PROFESSOR SIMON PAYASLIAN

Office: 508 @ 226 Bay State Road
Office hours: M 12:00-1:30pm
F 11:30am-1:00pm | or by appointment
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Class meetings: Wed. 2:30-5:15pm
Room: HIS 504

Unless otherwise noted, your instructor checks his emails at least once a day.

Note: Computers and phones cannot be used during class and must be turned off

COURSE DESCRIPTION

In response to the atrocities committed during World War II, which cost more than 60 million lives, and specifically in response to the Holocaust, the United Nations in December 1948 adopted the Convention on the Prevention and Punishment of the Crime of Genocide. The principal objective of the Genocide Convention was to criminalize genocide, an objective that the international community has accomplished. Yet, the international legal system as developed since World War II is premised upon deterrence rather than prevention, and the Genocide Convention has failed to prevent genocides since it entered into force in 1951. According to some observers, this failure is partly the result of unclear conceptualization of prevention and punishment and near exclusive focus on punishment. As a result, the international community has developed institutional mechanisms for punishment such as the International Court of Justice and the International Criminal Court (entered into force in 2002), with the international obligation to punish perpetrators of genocide. We examine the existing institutional mechanisms for early warning and prevention of genocide. Finally, we explore the available unilateral and multilateral policy options at the UN and regional levels for military intervention to stop an unfolding genocide.

REQUIRED TEXTS

The following books are available for purchase at the BU bookstore


COURSE REQUIREMENTS

The final grade for the course will be assessed on the basis of the following:

- Attendance & participation 15% Undergraduate & Graduate students
- Four reflection essays 20% Undergraduate students
- Midterm exam 20% Undergraduate & Graduate students
- Final exam 25% Undergraduate & Graduate students
- Term paper & presentation
  * Undergraduate students 20% Book Review Essay, 2,500 words in length
  * Graduate students 40% Research paper, 6,500 words in length

Attendance and Participation (15%)

Attendance and participation are essential in this course and will be evaluated based on the student’s contribution to the class discussions. Participation involves familiarity with the reading material, and as part of their attendance and participation, students are required to contribute to class discussion by doing short presentations based on the assigned readings.

Reflection Essays (500 words each) 4 x 5% each (total 20%)

These short assignments are not meant to be chapter reviews per se, but rather “thought essays” on a particular aspect of genocide prevention as covered in the assigned readings. Please note that these essays are separate from your term paper, although they may be integrated into your term paper if they are relevant.

Midterm Exam (20%) / Final Exam (25%)

The midterm and the final are in-class exams. They cover the material presented in lectures and the assigned readings. A week in advance, your instructor will hand out a list of terms and essay questions. Each exam consists of two parts: Part I requires that you define/identify terms; Part II requires that you write an essay on a question.

Term Paper & Presentation

Undergraduate students: Book Review Essay (20%)

Undergraduate students write a review essay of three books: they choose one book from the assigned books in this course plus two books of their choice on the same topic. A book review guide appears at the end of this syllabus, but in general a book review examines each author’s approach to the topic, his/her analytical framework and methodology, ideological orientation, and interpretations. Full bibliographical information of the books reviewed should appear at the end of the paper. If you do use other sources, be sure to include documentation in footnotes or endnotes. There is no need for footnotes/endnotes for the books being reviewed; instead, insert references in parentheses—for example: (Totten 2013, 100).

Graduate students: Research Paper (40%)

Graduate students choose their research paper topic in consultation with the instructor. The paper must be based on primary sources and be of professional quality.
Presentation of Paper. Each student will have an opportunity to present his/her paper in class for 15–20 minutes. There are several important reasons for this assignment. First, class presentations provide an opportunity to share your findings with colleagues in the class. Second, you learn how to present papers before your colleagues at major scholarly conferences (e.g., the American Historical Association, the American Political Science Association) and professional meetings. Finally, class presentations encourage students—as leaders-in-training—to practice and improve on their public speaking skills. The development of both written and oral communication skills is an essential part of education, and the more you practice these skills, the more successful you will be in your career.

Students with Documented Disabilities
If you have a disability that requires extra time for exams and assignments, please bring a note from the BU Office of Disabilities Services by Friday, February 8, 2019.

Note on Extensions & University Academic Conduct Code.
Extensions for written assignments are strongly discouraged and will be allowed in extremely urgent emergencies only and with adequate documentation. Otherwise, 10 points will be subtracted from the grades for each day delayed after the scheduled due dates. Students must adhere to all university standards of academic conduct. Please consult the Boston University Code of Academic Conduct. Plagiarism and other forms of academic misconduct will not be tolerated. Students violating the rules of academic conduct will automatically fail the course. Please become familiar with the University's Code of Academic Conduct by visiting the following page: http://www.bu.edu/academics/resources/academic-conduct-code/.

COURSE OUTLINE

Jan. 23  INTRODUCTION

Jan. 30  UN CONVENTION ON THE PREVENTION AND PUNISHMENT OF THE CRIME OF GENOCIDE
          Totten, *Impediments*, pp. vii–x
          Rittner, Part I, pp. 21–62
          Lupel and Verdeja, Chs. 1–2, pp. 1–46

Feb. 6   THE PRINCIPLE OF SOVEREIGNTY AND GENOCIDE PREVENTION & WHAT CAN BE DONE ABOUT GENOCIDE?
          Rittner, Part III, pp. 111–157
          Lupel and Verdeja, Ch. 10, pp. 241–255
          Totten, *Impediments*, Ch. 1, pp. 7–30
          Totten, *Prevention and Intervention*, Chs. 1–2, 6, pp. 7–61, 145–160

Feb. 13  EARLY WARNING SYSTEM: CONCEPTUAL AND PRACTICAL ISSUES
          Lupel and Verdeja, Ch. 4, pp. 85–110
          Totten, *Prevention and Intervention*, Ch. 3–4, pp. 63–129
Feb. 20  |  The Role of the United Nations in the Prevention of Genocide  
Lupel and Verdeja, Chs. 6, 8–9, pp. 135–155, 181–239  
Totten, Impediments, Ch. 6, pp. 133–165

Feb. 27  |  Regional Arrangements and the Prevention of Genocide  
Lupel and Verdeja, Ch. 7, pp. 157–179  
Carnegie, Preventing Deadly Conflict, Ch. 6, pp. 129–149

March 6  |  Midterm exam

March 13 |  Spring recess

March 20 |  Punishment as Deterrence  
Totten, Impediments, Chs. 4 & 9, pp. 77–111, 223–245  
Totten, Prevention and Intervention, Chs. 5 & 10, pp. 131–143, 255–279

Term paper presentations begin

March 27 |  The Responsibility to Protect (R2P)  
International Commission on Intervention and State Sovereignty (ICISS),  
The Responsibility to Protect (2001), pp. 1–76,  

April 3  |  Structural Prevention  
Carnegie, Chs. 4–5, pp. 69–127  
Totten, Impediments, Ch. 2 & 8, pp. 31–45, 195–221

April 10 |  Military Intervention to Stop Genocide  
Totten, Prevention and Intervention, Chs. 7–8, pp. 161–230  

April 17 |  No class / Wednesday scheduled as Monday

April 24 |  Rethinking Intervention  
Totten, Impediments, Ch. 10, pp. 247–274  
Totten, Prevention and Intervention, Ch. 11, pp. 281–302

Term Paper Due

May 1  |  Developing a Global Genocide Prevention Regime

Last day of class |  Course Summary  
Rittner, Part IV, pp. 159–199, Epilogue, pp. 201–205  
Carnegie, Ch. 7, pp. 151–165

Final Exam: Friday, May 10, 2019  |  Time: 3:00–5:00pm
BOOK REVIEW ESSAY GUIDE
Due date: April 24, 2019

Undergraduate students are required to write a critical analysis of three books (one book from the assigned books in this course plus two books of their choice on the same topic). Unlike “book reports,” the review essay does more than summarize the material covered in each book. The review essay compares and contrasts the authors’ approaches to specific issues as presented in their books, their analytical frameworks and methodologies, and their ideological orientation and interpretations. Accordingly, it is essential that the essay be organized thematically rather than as separate reviews on each book.

The review essay must
• Not include more than three short quotes.
• Include full bibliographical information of the books reviewed at the end of the paper. If you do use other sources, be sure to include documentation in footnotes or endnotes. There is no need for footnotes/endnotes for the books being reviewed; instead, insert references (in parentheses) in the text of your paper—for example: (Kuper 1981, 50).

The following outline is to guide you in preparing your essay:

I. Introduction
1) What are the books about?

2) What is each author’s purpose in writing his/her book? Usually, but not always, this is clearly stated in the preface or in the introduction. Who is their intended audience—for example, the general public, university students/scholars, policy makers?

3) What are the principal theses presented in their books?

4) What are the three or four major themes your paper will focus on?

II. Analysis
1) What are the major components of each book—for example, how many chapters (mention some examples of chapter titles), charts, and tables? If the author does include charts and tables, are they useful?

2) Discuss the major themes you have identified in your introduction.

3) How do the books support their theses? This is done by answering the following questions:
   ► What are some of the major arguments regarding specific issues, events, personalities, and so forth? Do the authors agree on specific points and disagree on others?
   ► What evidence do they present to support their theses?
   ► What type of primary sources do the authors rely on—for example, government archives, personal papers, interviews? And secondary sources?
4) What is the mode of analysis used by each author—descriptive, explanatory?

III. Conclusion
1) How successful is each book in accomplishing what it promised in the preface or the introduction?

2) How useful do you think are these books—for example, for the general public, university students/scholars, policy makers? Would you recommend them to your friends? Why or why not? Explain.