Genocide Today
New Course, Spring 2020
Cornell University, Anthr 3552/6552 & Asian Studies 3365/6665

Syllabus, final version [lightly revised Sept. 10, 2020].
Includes a Course Bibliography, at the end.

* This syllabus made public September 2020 -- free to use; wherever feasible, please acknowledge the author, Magnus Fiskesjö, nf42@cornell.edu

* This course was developed in part with support from the Center for Advanced Genocide Research, USC-Shoah Foundation, Los Angeles, gratefully acknowledged. For more information on the CAGR and its Visual History Archive, see: https://sfi.usc.edu/cagr - and this: "Cornell library gains permanent access to genocide archive." By Jose Beduya, Cornell Chronicle, May 11, 2020. https://as.cornell.edu/news/cornell-library-gains-permanent-access-genocide-archive

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The class meets Tuesdays and Thursdays, 1:25-2:40pm, in Morrill Hall 107 & online from April 7.

Instructor: Magnus Fiskesjö (nf42@cornell.edu, or: magnus.fiskesjo@cornell.edu)
Office hours: Wednesdays, 130-330pm; sign-up sheet on my door, McGraw 201 (or drop by, or, email me if you can’t make the regular hours)

Canvas site: All enrolled students will be enrolled on our course site at www.canvas.cornell.edu There, you can download readings, see announcements, etc.; the latest version of the syllabus will also be posted on the Canvas site.

Course Description (adapted from the official course catalog): This course offers two things: an introduction to the global issue of genocide, ethnic cleansing, and other mass atrocities, and an in-depth look at two ongoing genocides in Asia: in China and in Burma (Myanmar). First, we will study how genocide works: its prerequisites, its warning signs, and how it is carried out. We also review the creation of the term genocide as a new crime in international law after WWII, the UN Genocide Convention, and the checkered history of failing to prevent genocides (Cambodia, Rwanda, etc.), but also some successes. Then, we focus on the new 21st century genocides under way in Xinjiang, China and against the Rohingya in Burma, respectively, analyzing the background, the events, the actors involved, the key role of media and propaganda, and why Burma expels people, while China forces people to be ethnically cleansed in place.

Inclusivity and Diversity: This course is itself about diversity in the world we are part of. In the course, we strive to create and sustain a welcoming, accessible, and supportive learning environment where diversity (ethnic or national belongings, gender, individual differences, and so on), is recognized and respected, and recognized as a source of quality and benefit to all. We envision a community free of bigotry, prejudice, or other infringements upon the freedom and respect that every person deserves. We are committed to advancing the Ezra Cornell idea of "Any person ... any study."
Accommodations for Students with Disabilities: We are open to accommodations, under Cornell University policies, and equal access laws. Students in need are welcome, and are encouraged to contact their instructor or TA for assistance, which can also be obtained through Cornell’s Student Disability Services, http://sds.cornell.edu

Academic Integrity: Each student is expected to read & abide by the Cornell University Code of Academic Integrity, http://theuniversityfaculty.cornell.edu/academic-integrity/
Please read, and try to do the exercises, at https://plagiarism.arts.cornell.edu/tutorial/index.cfm
We encourage joint study and discussing with other students, and it is OK to quote other authors in your writing, but any time that the writing is not your own you must cite the source. You should never copy the work done by someone else and present it as your own, whether from the internet, from books, or from a fellow student's writings. In serious cases of plagiarism you might fail the course and face University disciplinary action.

Student requirements and responsibilities:

* **Attend lectures; be on time** - lateness or absences may affect your grade. If you have a legitimate reason to be late or absent from a lecture or a section, tell your instructor, preferably in advance (e-mail), so she/he can include it in your record. If you are absent without excuse more than twice, it will affect your grade.
* **Read the required readings listed on the syllabus before lectures.** If you want to read more on a topic brought up in class, on Canvas there is a Course Bibliography with further readings that might interest you (but are not required).
* Also, **for each reading write a summary**, a paragraph of at least a few sentences, of the authors' main argument, or the contents. You can also add questions that you think should be brought up. Then, post this to Canvas under "Discussions" before class time. This will be noted, but not graded.
* **In class, electronics like laptops are only allowed for class-related purposes.** If we find that you drift off, in lectures or in sections, your grade may be affected (because it means you are not participating, and, it disturbs fellow students).
* **Stay in touch with course communications** over the Canvas site, such as, if there are new changes to the syllabus, or other announcements.
* There will also be a **midterm** in the form of short answers/essays; **two short writing assignments** (no more than 5 p, double-spaced), and a **final research paper** (15-20 p).

* Grades: The midterm will count for **20%** and the final paper **30%**. you will have two writing assignments (3-5 pgs, double-spaced), each worth 15%, = **30%**. The remaining **20%** of your grade will be based upon your attendance and participation (reading notes).
COURSE OUTLINE - main themes listed per week

Introduction. Experience, concepts, definitions of genocide
Mass atrocities in history (examples: Carthage, Cayuga)

Emergence of laws of war
Emergence of the Genocide Convention [1948]

The Holocaust in WWII: Buildup, execution and interruption
Stalin's genocides/sociocides

Post-WWII genocides: Cambodia. I: Overview of events
Post-WWII genocides: Cambodia. II: Ideology

Post-WWII genocides: Bosnia/Yugoslavia
Post-WWII genocides: Rwanda, & the steps to genocide

Rohingya genocide, Burma (2017- ), overview of actors/parties and events
Background: Burmese history and ethnopolitics
Discrimination, exclusion and expulsion of the Rohingya
Witness testimonies; information warfare
The UN and global recriminations, incl. in the Muslim world; ICC trial (2019- )

China's Xinjiang genocide (2017- ), overview of actors/parties and events
Background: Chinese history and ethnopolitics
The policy shift and its implementation
Surveillance; forced assimilation campaign; concentration camps
Witness testimonies; information warfare
Looking to the future

Last class: Student reports on draft final papers.
COURSE SYLLABUS
*(will be revised/updated -- check Canvas for the latest version)*

Week 1

January 21, Tuesday: Instruction begins.
Introduction to the course: **Experience, concepts, definitions of genocide**

Jan. 23, Thursday: Lecture. **Mass atrocities in history**
Required readings:
Kiernan, "The First Genocide: Carthage, 146 BC" (read and comment)
Washington, "Letter to Major General John Sullivan, 31 May 1779" (read and comment)
The Sullivan-Clinton Campaign of 1779, [http://sullivanclinton.com](http://sullivanclinton.com) (browse all)

Week 2

Jan. 28, Tuesday: Lecture. **Emergence of laws of war**
Required readings:
Rousseau, "Principles of the Right of War" (read and comment)
Meiches, *Politics of Annihilation*, Ch. 1, 39-77 (read and comment)

Jan. 30, Thursday: Lecture. **Emergence of the Genocide Convention [1948]**
REQUIRED reading:
Genocide Convention [1948] (read and comment)
Moses, "Raphael Lemkin, Culture, and the Concept of Genocide" (read and comment)
+ OPTIONAL reading (not required): Cooper, *Raphael Lemkin and the struggle for the Genocide Convention* (Introduction; Chapter 9-11, also uploaded online).

Week 3

Febr. 4, Tuesday: Lecture. **The Holocaust in WWII: Buildup, execution, interruption**
Required readings:
Stewart, "How does genocide happen" (read and comment)
Browning, "The Nazi Empire" (read and comment)
*Optional film:* The Wannsee Conference (Germany, 1984)

Febr. 6, Thursday: Lecture. **Stalin’s genocides/sociocides**
Required readings:
Werth, "Mass Deportations, Ethnic Cleansing, & Genocidal Politics in the Later Russian Empire and the USSR" (read and comment)
Lemkin, "Soviet Genocide in the Ukraine" (1953)
Week 4

Febr. 11, Tuesday: Lecture. **Post-WWII genocides: Cambodia. I: Overview of events**
Required reading: Giry, "The Genocide That Wasn't"
*Optional:* Kiernan, *The Pol Pot Regime: Race, Power & Genocide in Cambodia Under the Khmer Rouge 1975-79.* [DS554.8 .K584, also as e-book: See the Course Bibliography]
Also recommended: *Funan* (2018) (animated film)

Febr. 13, Thursday: Lecture. **Post-WWII genocides: Cambodia. II: Ideology**
Required reading: Hinton, "Purity and Contamination in the Cambodian Genocide"
+ Guest speaker: Hannah Phan, genocide survivor from Cambodia, now lecturer in Khmer (Cambodian language), in the Department of Asian Studies, at Cornell
+ Guide to video testimonies from Cambodian genocide survivors recorded in the USC-Shoah Foundation's Visual History Archive: [https://newcatalog.library.cornell.edu/catalog/9295111](https://newcatalog.library.cornell.edu/catalog/9295111)

Week 5

Febr. 18, Tuesday: Lecture. **Post-WWII genocides: Bosnia/Yugoslavia**
Required reading: Hayden, "Imagined communities and real victims"
*Optional:* Hemon, "The Bob Dylan of Genocide Apologists: Peter Handke"
*For more optional readings, as always, see the Course Bibliography, on Canvas.*

Febr. 20, Thursday: Lecture. **Post-WWII genocides: Rwanda, & the steps to genocide**
Required reading: Mamdani, "A Brief History of Genocide."
*Optional:* Samantha Power, "Bystanders to Genocide"
Also recommended: The film *Hotel Rwanda* (2005)

Week 6

Febr. 25, Tuesday: **No lecture; February Break (February 22-25).**

Febr. 27, Thursday: Lecture. **Rohingya genocide, Burma (2017- ). Overview of actors/parties and events [recorded lecture, in Powerpoint]**
Required reading:
Cheesman, "How in Myanmar 'National Races' Came to Surpass Citizenship & Exclude Rohingya"
*Optional:* Cheesman, "How Myanmar’s ‘national races’ trumped citizenship"

Week 7

March 3, Tuesday: Lecture. **Background: Burmese history and ethnopolitics**
*Required reading:*
Walton, "'Wages of Burman-ness:' Ethnicity and Burman Privilege in Contemporary Myanmar"
*Optional:*
March 5, Thursday: Lecture. **Discrimination and exclusion of the Rohingya**

Required reading:

[Read pp. 9-11, 18-19, 26-32; + more if you like]

Optional:

Week 8

March 10, Tuesday: Lecture. **The expulsion of the Rohingya, 2017-**

Required reading:

Optional: See the updated Course Bibliography.

March 12, Thursday: Lecture. **Witness testimonies; information warfare**
Short clips from longer video testimonies from Morizan, Mohamad Hassan, and Ammad Hossen, from among the 11 testimonies recorded in 2018 in Bangladesh camps, for the USC-Shoah Foundation’s Visual History Archive. See more here:
https://newcatalog.library.cornell.edu/catalog/9295111

Required reading: See Canvas: newspaper items that include Burmese government views.

Week 9

March 17, Tuesday: Lecture. **UN & global recriminations, incl. Muslim world; ICC trial (2019- )**

Required reading: two legal documents (written in legalese! Read carefully, to become familiar with how this kind of documents are written):

Optional:

Also here: https://www.youtube.com/watch?v=DcNcfm4WLeA&feature=emb_logo
Also, see the updated Course Bibliography for more on the trial.

Week 10

March 24, Tuesday: Lecture. **Background: Chinese history and ethnopolitics**  Postponed. Required reading: Fiskesjö, "Legacy of the Chinese Empires"  The Economist, "The Upper Han"


Week 11

March 31, Tuesday: **No lecture, Spring Break (March 28-April 5).**  
Apr. 2, Thursday: **No lecture, Spring Break (March 28-April 5).**

Week 12

Apr. 7, Tuesday: Lecture. Online. First after the pandemic interruption.  
**China's Xinjiang genocide (2017-), overview of actors/parties and events.**  
*Required readings:*  
3. "Everything You Need To Know About The Camps In China," 2019. (See the embedded video by Feroza Aziz).  
*Optional readings:* See Canvas, and for more, see my online bibliography,  
https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang

Apr. 9, Thursday: Lecture. **Background: Chinese history and ethnopolitics**  
*Required reading:*  
1. Fiskesjö, "Legacy of the Chinese Empires"  
2. The Economist, "The Upper Han"  
*Optional readings:*  
Bulag, "Twentieth-Century China: Ethnic Assimilation and Intergroup Violence"  
Leibold, "China's Minority Report: When Racial Harmony Means Homogenization"

Week 13

Apr. 14, Tuesday: Lecture. **Surveillance and society-wide forced assimilation**  
*Required readings:*  
Byler, "Ghost World: In northwest China, the state is using technology to pioneer a new form of terror capitalism"
"Mapping more of China’s tech giants: AI and surveillance." ASPI report, 2019. (Read these sections: "Executive summary," "All roads lead to Xinjiang," and "Conclusion."


Byler, "China’s Government Has Ordered a Million Citizens to Occupy Uighur Homes." 2018.

Optional:
See the new Frontline episode on Xinjiang (highly recommended):
https://www.pbs.org/wgbh/frontline/film/china-undercover/

For more readings see: https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang

Apr. 16, Thursday: Lecture. The concentration camps: Remote discovery & on-site reporting

Required readings:
2. List of Re-education Camps in Xinjiang. By Shawn Zhang, 2018-
4. Zenz, "Brainwashing, Police Guards and Coercive Internment"

Optional: (See Course Bibliography for full links! )
Shawn Zhang, Student Activist. Armed with only Google Earth, Shawn Zhang, a student at the University of British Columbia, has taken on the full might of the Chinese government. Global Thinkers 2019.


Interview [with Nathan Ruser]: ‘Video is a Very Stark Reminder of How Manicured Choreographed Access to Xinjiang [Has Been]’.

Inside China’s “thought transformation” camps. BBC, June 17, 2019.


+ For more readings see: https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang

Week 14

Apr. 21, Tuesday: Guest speaker: Uyghur activist Rukyie Turdush: Presentation and Q&A.

Required reading:


+ Optional - more writings by, or about, our guest: [links: under Modules-->Readings].


China is trying to erase the Uighurs and their culture: Uighurs are neither extremists nor separatists as Beijing claims. By Rukiye Turdush, 2018.
Apr. 23, Thursday: Lecture. **The concentration camps: Witness testimonies**

**Required readings:**
3. Watch: **Are Muslim Uyghurs being brainwashed by the Chinese state? BBC Newsnight, Aug 30, 2018.** [https://www.youtube.com/watch?v=3DazSCxfUdE](https://www.youtube.com/watch?v=3DazSCxfUdE)
4. Browse the *Xinjiang Victims Database*, [https://shahit.biz/eng/](https://shahit.biz/eng/)
5. Browse the *Uyghur Pulse youtube channel*: video testimonies for victims. [https://www.youtube.com/channel/UCxtHBfWaWYQfvdvSDn4A/videos](https://www.youtube.com/channel/UCxtHBfWaWYQfvdvSDn4A/videos)

**Optional:**

"There was no learning at all." By Gene A. Bunin. The Art of Life in Chinese Central Asia, 2019. [https://livingotherwise.com/2019/12/13/there-was-no-learning-at-all/](https://livingotherwise.com/2019/12/13/there-was-no-learning-at-all/)


China's hidden camps. BBC News video, 2018. [https://www.youtube.com/watch?v=qmvyjwLxCSI](https://www.youtube.com/watch?v=qmvyjwLxCSI)

+ **More optional:**
For more new witness statements, see: [https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang](https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang) (incl. the 'highlights' section on eyewitnesses).

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**Week 15**

Apr. 28, Tuesday: Lecture. **Family separation, sexual politics and Chinese-only orphanages**

**Required readings:**

+ **Optional:** For more related readings, see: [https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang](https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang) (incl. the highlights section on "Family separations; abuse of women; sterilizations, etc.")

Apr. 30, Thursday: Lecture. **Forced labor as an instrument of genocide**

**Required readings:**

Optional: For more related readings, see: https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang (incl. the highlights section on forced labor, foreign companies’ involvement in cotton, etc.).

Week 16

May 5, Tuesday: Lecture. On global reactions and the "information war" over Xinjiang

Required readings: (three news items; plus one private investigator's analysis):
3. Which Countries Are For or Against China’s Xinjiang Policies? Last week, two coalitions sent competing letters to the UN Human Rights Council criticizing or backing China’s Xinjiang policies. The Diplomat, July 15, 2019. https://thediplomat.com/2019/07/which-countries-are-for-or-against-chinas-xinjiang-policies/

Optional brief video protests:
Princess Hend Al Qassimi, @LadyVelvet_HFQ. 10:31 AM · Apr 26, 2020. https://twitter.com/LadyVelvet_HFQ/status/1254417926083547136

More optional: see the Course Bibliography, and my online bibliography, which has much more on the way the Xinjiang issue is playing out in countries like Turkey, Pakistan, Indonesia, Malaysia, the US, the EU, etc.: https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang

May 7, Tuesday: Lecture. Looking to the future in Xinjiang

Required readings:
Week 17

May 12, Tuesday: Last Day of Classes. Student presentations of paper outlines.

+ New end-of-semester dates as communicated by the university:

  Last day of drop/grade change: Tuesday, April 21
  Last day of online instruction: Tuesday, May 12
  Study days: May 13-15
  Exam period: May 16-23

+ *In our class: Final paper due May 19, by email to the instructor.*

Next pages: Course Bibliography
Contents

I. Literature on course topics
II. More literature on genocide
III. More literature on specific instances of genocide
IV. Other resources

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I. Literature on course topics

Mass atrocities in history

Carthage

https://www.youtube.com/watch?v=p9_o6quvJgM [Documentary film]

The Cayugas around Ithaca

The Sullivan-Clinton Campaign of 1779, http://sullivanclinton.com
[President Washington’s order to his general to kill and to drive away the native people of the Ithaca area]

Native Americans more broadly
Emergence of laws of war, and the concept of human rights


Emergence of the Genocide Convention


The Holocaust in WWII: Buildup, execution, interruption


"Auschwitz survivor draws praise, but also criticism in Poland with WWII speech. Marian Turski says the Holocaust didn’t ‘fall from the sky’ but came after growing acceptance for discrimination against minorities; remarks seen as aimed at nationalist government.” By
Vanessa Gera, Times of Israel, 29 January 2020, 10:35 pm.
https://www.timesofisrael.com/auschwitz-survivor-draws-praise-but-also-criticism-in-poland-with-wwii-speech/

+ Optional film: The Wannsee Conference (Germany, 1984).
https://www.youtube.com/watch?v=3ave9RHTqkl

+ on Italian fascism:

*Life is Beautiful* [La vita e bella]. Film. Directed by Roberto Benigni. [Video 2464].


**Stalin's genocides/sociocides**


**Holodomor in Ukraine, 1932-33**


Lemkin, Raphael. "SOVIET GENOCIDE IN THE UKRAINE" (1953).
(From the webpages of the Інститут історії України, Institute of Ukrainian History, Ukraine)


Zuroff: Israel should not recognize Holodomor as genocide: The Holodomor “is definitely not a genocide,” said Zuroff, the head of the Jerusalem office of the Simon Wiesenthal Center.
Post-WWII genocides: Cambodia


Thompson, Ashley. "Forgetting to Remember, Again: On Curatorial Practice and ’Cambodian Art' in the Wake of Genocide." *Diacritics* 41.2 (2013), 82-109. [http://muse.jhu.edu/journals/diacritics/toc/dia.41.2.html](http://muse.jhu.edu/journals/diacritics/toc/dia.41.2.html)


Trailer and review: [https://cinemapolis.org/film/funan/](https://cinemapolis.org/film/funan/)

Recommended: "FUNAN" Director Denis Do on Representing the Events in the Film, [https://www.youtube.com/watch?v=Crn3Ihw5-M0](https://www.youtube.com/watch?v=Crn3Ihw5-M0)
+ Video: "The Khmer Rouge Tribunal explained in 7 minutes. A brief introduction to the Extraordinary Chambers in the Courts of Cambodia" [posted March 18, 2011]. https://www.youtube.com/watch?time_continue=34&v=b99IkHqt6aQ&feature=emb_logo

Post-WWII genocides: Bosnia (Yugoslavia)

Nazi hunter: Comparing Srebrenica and Holocaust is "absurd". Efraim Zuroff, one of the best known Nazi hunters, says it is "absurd" to compare the Holocaust and the Rwanda genocide with the crimes committed in Srebrenica. B92/com / Tanjug, June 17, 2015. https://www.b92.net/eng/news/politics.php?yyyy=2015&mm=06&dd=17&nav_id=94472

+ Film / TV:
The killing fields of Srebrenica – BBC Newsnight archives (1996). In January 1996, Newsnight was one of the first teams to reach the killing sites of the Srebrenica massacre of July 1995. This is Mark Urban and Maria Polachowska's award-winning film from 1996. BBC. https://www.youtube.com/watch?v=P8EhPrCS6lQ
(Recommended film shown partly in class).
(Recommended film - more recent - but not shown in class.)

+ On the Nobel Prize in Literature to Peter Handke, 2019:
Hemon, Aleksandar. "'The Bob Dylan of Genocide Apologists' - Peter Handke, the Austrian writer, who was awarded the Nobel Prize in Literature, is an apologist for Slobodan Milosevic." NYT, Oct. 15, 2019. https://www.nytimes.com/2019/10/15/opinion/peter-handke-nobel-bosnia-genocide.html

Aleksandar Hemon: The Balkans is just close enough to being Europe to perpetually fail at being Europe. One of the most acclaimed writers and thinkers of our times speaks on genocide denial, Western societal arrogance and a lifetime of displacement. Interview by Bronwyn Jones, K2.0 [Kosovo Two Point Zero], 16 feb 2020. https://kosovotwopointzero.com/en/aleksandar-hemon-the-balkans-is-just-close-enough-to-being-europe-to-perpetually-fail-at-being-europe/


Post-WWII genocides: Rwanda, & the steps to genocide


+ film:
Hotel Rwanda. Directed by Terry George, 2005. [Videodisc 1204]

+ memorial website in Kigali, capital of Rwanda:
Kigali Genocide Memorial, https://www.kgm.rw/

Rohingya genocide, Burma 2017-. Overview


**Rohingya genocide: Background: Burmese history and ethnopolitics**


**Rohingya genocide: Discrimination and exclusion of the Rohingya prior to 2017**


Gleeson, Sean. "In Myanmar, the ties that bind have a dark side: A strong sense of community can produce both volunteerism and intolerance." Tea Leaves. Nikkei Asian Review, March 22, 2018 10:00 am JST. [https://asia.nikkei.com/Features/Tea-Leaves/In-Myanmar-the-ties-that-bind-have-a-dark-side](https://asia.nikkei.com/Features/Tea-Leaves/In-Myanmar-the-ties-that-bind-have-a-dark-side)

+ On the term 'Rohingya'


**Rohingya genocide: The expulsion of the Rohingya, 2017**


+ More news reports from the height of the expulsion:


**Rohingya genocide: Witness testimonies; information warfare**

Video testimonies from among the 11 people recorded in 2018 in Bangladesh camps, for the USC-Shoah Foundation's Visual History Archive. See more here: [https://newcatalog.library.cornell.edu/catalog/9295111](https://newcatalog.library.cornell.edu/catalog/9295111) [we saw clips from the testimonies of Morizan, Mohamad Hassan, and Ammad Hossen; discussed how to incorporate witness testimonies in student final papers, Rohingya, Khmer, or others].

*+ Samples of Burmese viewpoints:*


**Rohingya genocide: UN & global recriminations, incl. Muslim world; ICJ trial (2019-)**

- At the International Court of Justice, The Hague, Netherlands:
  Also here: [https://www.youtube.com/watch?v=DcNcfm4WLeA&feature=emb_logo](https://www.youtube.com/watch?v=DcNcfm4WLeA&feature=emb_logo)

For more of the “latest developments” at the International Court of Justice, see:


Also this curious statement, from a genocide scholar hired by Myanmar to defend it against the charges:

at the other UN court, proceedings may also start:

More commentary:

Postscript Sept. 2020
The stalemate continues, with the massive Bangladeshi refugee camps, the Burmese military’s further acts to complete the genocide in Burma, in the context of further conflict in the Rakhine region. The ICJ trial against Burma continues; and even more testimony has emerged, incl. from soldiers:
China's Xinjiang genocide (2017- ), overview

Required readings:
1. "Fear and oppression in Xinjiang: China’s war on Uighur culture." By Christian Shepherd, Financial Times, 12 Sept. 2019. [https://www.ft.com/content/48508182-d426-11e9-8367-807ebd53ab77]

Optional readings: See my own online bibliography, which is 900+ pages but also has lists of highlight selections by topic: [https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang]

+ a few more BBC news videos with good insight into what's been going on, as an overview:


Or, [https://www.youtube.com/watch?v=VRS5cdcsUQc]

Are Muslim Uyghurs being brainwashed by the Chinese state? BBC Newsnight, Aug 30, 2018. [https://www.youtube.com/watch?v=3DazSCxfUdE&feature=youtu.be]

Xinjiang: Background: Chinese history and ethnopolitics; the Chinese policy shift

Required readings:
Fiskesjö, Magnus. "The Legacy of the Chinese Empires: Beyond ‘the West and the Rest.’” Education About Asia 22.1 (Spring 2017), 6-10.

"Who is Chinese? The upper Han: The world’s rising superpower has a particular vision of ethnicity and nationhood that has implications at home and abroad." The Economist, Nov 19, 2016. [http://www.economist.com/news/briefing/21710264-worlds-rising-superpower-has-particular-vision-ethnicity-and-nationhood-has]

+ Powerpoint, uploaded under Readings: Background on China’s ethnics, 9apr2020.rev.pptx

+ Optional readings:

+ *More readings available on request.*

+ see my Online bibliography (periodically updated) on the genocide in the Uyghur region (East Turkestan): https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang

**Xinjiang: Surveillance and society-wide forced-assimilation campaign**

*Required readings:*


- Read these sections: "Executive summary," "All roads lead to Xinjiang," and "Conclusion."


+ https://www.hrw.org/news/2019/05/01/interview-chinas-big-brother-app


+ example from Twitter mentioned in class, of Chinese men posting video of themselves sleeping in the same bed as an Uyghur woman they are visiting: https://twitter.com/WBYeats1865/status/1191736565342425088

+ example from Twitter mentioned in class, of a Chinese man visiting a household where the son asks his mom in Uyghur, "If this guy leaves, can dad come home? (=from the camps?): https://twitter.com/parlabest/status/1191241192530464768

*Optional:*

See the new Frontline episode on Xinjiang (highly recommended): https://www.pbs.org/wgbh/frontline/film/china-undercover/


+ More readings, videos, etc.in my own online bibliography: https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang

**Xinjiang: The concentration camps: Remote discovery & on-site reporting**

*Required readings:*

Mapping Xinjiang’s ‘re-education’ camps. This report by ASPI’s International Cyber Policy Centre collates and adds to the current open-source research into China’s growing network of extrajudicial ‘re-education’ camps in Xinjiang province. By Fergus Ryan, Danielle Cave &

List of Re-education Camps in Xinjiang. By Shawn Zhang. May 20, 2018. https://medium.com/@shawnwzhang/list-of-re-education-camps-in-xinjiang-%E6%96%B0%E7%96%86%E5%86%8D%E6%95%99%E8%B2%B2%E9%9B%86%E4%B8%A D%E8%90%A5%E5%88%97%E8%A1%A8-99720372419c + updated: https://medium.com/@shawnwzhang [Browse to learn about Shawn Zhang’s pioneer work]


Optional:


+ More readings, videos, etc. in my own online bibliography: https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang

Xinjiang: The concentration camps: Witness testimonies


5. Browse the Uyghur Pulse youtube channel: video testimonies for victims uploaded in batches on a monthly basis. https://www.youtube.com/channel/UCxtHBfWaWYQPNgfvdvSDn4A/videos

Optional:


+ More readings, videos, etc. in my online bibliography: https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang

By/about our guest speaker April 21:


Xinjiang: Family separation, sexual politics and Chinese-only orphanages


"A Woman's Life Inside China's Digital Gulag. Gulbahar Jalilova, a citizen of Kazakhstan, spent fifteen months in one of China’s concentration camps for ethnic Uyghurs and other Muslim minorities." Coda Story, May 9, 2019. https://www.youtube.com/watch?v=kAIEc6OCQig&feature=youtu.be


Optional:


Or, https://www.youtube.com/watch?v=VRS5cdcsUOc

+ More readings, videos, etc. in my own online bibliography: https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang

Targeting of cultural figures in Xinjiang:


(At least 435 Uyghur and other ethnic minority intellectuals detained since early 2017)

"Dear Teacher" (Söyümlük Muellim) [music video] by Ablajan Awut Ayup (2016). https://www.youtube.com/watch?v=yPmdkB8Ww3Y

The Art of Life in Chinese Central Asia: Publ 5 June 2017. “Dear Teacher (Söyümlük Muellim)” is a song from Ablajan’s most recent album. Here it is presented with English subtitles. -- Ablajan later disappeared into the camps, is said to have been given an 18 year prison term; unconfirmed.


[= When the artist still ran his own Youtube channel]
[This song is an all-stars homage to their homeland, East Turkestan, "Ana yurt"]


[The disappeared Uyghur traditional music star Sanubar Tursun, here performing together with Chinese pipa player Wu Man]
**Xinjiang: Forced labor as an instrument of genocide**


Optional:

+ More readings, videos, etc. in my own online bibliography: https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang

**Xinjiang: Global opinion, global reactions, information warfare**


Which Countries Are For or Against China's Xinjiang Policies? Last week, two coalitions sent competing letters to the UN Human Rights Council criticizing or backing China’s Xinjiang policies. The Diplomat, July 15, 2019. https://thediplomat.com/2019/07/which-countries-are-for-or-against-chinas-xinjiang-policies/


Optional - brief video protests:
Princess Hend Al Qassimi, @LadyVelvet_HFQ. 10:31 AM · Apr 26, 2020. https://twitter.com/LadyVelvet_HFQ/status/1254417926083547136

Optional: For more, see the Course Bibliography, and my online bibliography, which has much more on the way the Xinjiang issue is playing out in countries like Turkey, Pakistan, Indonesia, Malaysia, the US, the EU, etc.: https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang

Xinjiang: Looking to the future / the future of genocide worldwide


+ More readings, videos, etc. in my own online bibliography: https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang

Postscript Sept. 2020:

In the summer of 2020, with further stark revelations of mass forced sterilizations and other abuse, more voices are being raised to identify the Chinese government’s atrocities as genocide. Some countries, such as the US, have adopted limited sanctions against Chinese perpetrators [government officials], and Chinese companies; Uyghur activists in exile have proposed a genocide case at the UN International Criminal Court. On all this, see my own bibliography (periodically updated) on the genocide in the Uyghur region (East Turkestan): https://uhrp.org/featured-articles/chinas-re-education-concentration-camps-xinjiang

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II. More literature on genocide


III. More literature on specific instances of genocide (which we could not get to in the course)

https://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1270&context=gsp


https://journals.sagepub.com/doi/abs/10.1177/0308275X17745140


IV. Other resources

Visual History Archive, USC Shoah Foundation / Center for Advanced Genocide Research.
https://sfi.usc.edu/vha
https://sfi.usc.edu/archive_sites/cornell-university
= https://newcatalog.library.cornell.edu/databases/show/9295111
[Includes testimonies from Hitler's Holocaust, from Rwanda, Cambodia, the Rohingya, etc.]