



Global History

Academic Year 2024-2025

Prof. Valeria Zanier and Dr. Raimondo Neironi

ASSESSED GROUP WORKS

Topic: Actions against civilian population

(with particular focus on: forced migration, deportation and genocide)

Forced migration, deportation and genocide constitute some of the challenging phenomena of our times. Displacement of civilians within countries and across borders became a defining feature in the Cold War era already and it arise from a mix of factors, mainly political transition or conflicts over power, resource and environmental reasons. While then European refugees has often sought access to aid and resettlement options in the shadow of the growing East-West divide, in post-colonial Asia and Africa cross-border mobility was used as a tool to construct a modern sovereign nation-state and ease the existing social tensions.

Instead, the term 'genocide' has been introduced for the first time to the international public sphere in 1946 with the UN General Assembly Resolution 96. Structural factors, such as race, ethnicity, nationality, and religion, within states led to drive sources of intergroup conflicts that escalated to genocide or a proper 'ethnic cleansing', whose definition caused controversy over the past in relations to that of genocide. Whereas genocide and mass deportation received a great deal of attention when the Cold War approached its end, violence between groups was a common factor even during the height of the bipolar rivalry.

However, both mass displacement and genocide/'ethnic cleansing' affected global governance and its daunting attempt to adapt the mechanism of international co-operation to emerging concerns. Since the Cold War international community has given way to the formation of global co-operation in which the UN has more meaningful influence on the implementation of national law and policy. A lot of progress has been made, but there is still a long way to go.

Each group shall:

- select one case study of forced migration, mass deportation, genocide or 'ethnic cleansing' occurred in the period explored in the course (1945-2001) – explain the case
- **assess how it was reported to the public and/or analysed by experts and/or discussed by political parties/politicians/civil servants at that time.**

A) HOW TO PROCEED

1) Form the groups

- The class will divide in **9 groups**
- 3 groups present on **11 October**, 3 groups on **16 October** and the remaining 3 groups on **17 October**



- Each group will consist of 3 students, except for one group, which will include 2 members.
- Class Representatives, Eleonora and Matteo, will gather the list of groups and their members, check they respect the above instructions and send the files to Prof. Zanier and Dr. Neironi.
- **Deadline for communicating the groups: Friday 4 October**

2) Each group will choose its case study

The 1945-2001 period gives us several excellent examples of mass displacement of people, genocide or 'ethnic cleansing'. We shall mention the Chinese refugees in Hong Kong after the establishment of the People's Republic of China, the refugee crises in post-colonial Africa, the killing of Indonesian Communists in 1965, the Vietnamese 'boat people' in the mid-1970s, or genocide in Cambodia under the Khmer Rouge regime. Nevertheless, we shall not forget all significant events of 'ethnic cleansing' occurred in the post-Cold War period in the Balkans (i.e. Srebrenica) and Caucasus (i.e. Nagorno-Karabakh) as Communist regimes collapsed, or in Rwanda (genocide against the Tutsi).

You are welcome to pick your case study from the above-mentioned cases or explore international history (textbooks, for example) and find other ones.

Please, make sure your chosen topic does not overlap with one another – you must avoid dealing with the same topic or subject that is related to the same country.

As soon as the group has selected the case study, a student from the group shall email the professor and communicate the choice.

From that moment on, the group may interact with the professor if they need any help or guidance while preparing the presentation (for example on sources).

3) PREPARE THE GROUP PRESENTATION

Each group will work as a unit: group members shall organise their group autonomously in order to fulfil the following tasks:

- **First of all, find an academic article/book chapter that explain the case study. You must inform both professors about your choice and check if source is OK.**

Note: NO Wikipedia or alike!

- **Find** written/audio/video material that presented/discussed the topic at that time (e.g. newspapers, documentaries, leaflets, IOs or NGOs reports).
- **Explore** the material (read/listen/watch)
- **Contextualise** the material:
 - What is the specific topic of the material you have found?
 - When has the material been produced/published/aired?



- Who has authored/produced the material?
- Why has the material been produced – what is the declared intent of it?
- To whom is the material addressed/what is the targeted audience of readers/listeners/viewers?
- Where has it been distributed (nationally, regionally, worldwide)?
- **Assess** their contents critically:
 - What is the message/interpretation/argument that is presented in the material?
 - Do you think there are any additional intents behind what the author/producer has explicitly stated?
 - Can you detect any bias?

(Attention: These can be ideological, political, social, racial, gender...; they can be evident and acknowledged, or hidden and perhaps even not known to the authors themselves)
 - Is the material acknowledging different points of view? How?

(Attention: This does not mean they are respected/accepted/shared by the authors).
 - Is there any place for a historical analysis of the roots of the event/process/decision under scrutiny in the material?
 - Is there something missing from the “story” presented in the material?
 - Had you been in the author’s place and produced the material, what would you have done differently?

4) PRESENT YOUR GROUP WORK TO YOUR PROFESSOR AND CLASSMATES

- You are free to select the medium you want to use for your presentation, e.g. just talk to the audience, use a PowerPoint or similar tool, assemble a short video... we will not impose any limits to your creativity.
- **Your group presentation must stay within 20 minutes.**
- You will then address questions from the audience (5-minute Q&A session)

B) HOW WE ASSESS GROUP WORK

We assess the performance for research, coherence and relevance of content, addressing all points in the instructions, presentation skills (clarity of voice, speaking notes, time keeping), and Q&A session.



The grade is given to the group as a whole, which means that each member of the group will have the same grade.

We do not judge who has taken responsibility for which task; all steps lead to the final performance and all of the group members will have contributed to that.

This requires each of you to behave as an honest team member: participate, contribute, respect, accept the other group members' ideas and initiatives, be cooperative, work together to achieve the best result (and have fun!).

You know that we at Global Governance care about team working and co-operation and we believe in its outstanding value as a means to shape a better world. We know you joined Global Governance because you believe it too!