

COMBATING GENOCIDE

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The Center has recently undertaken an anti-genocide initiative to help coordinate efforts by scholars interested in preventing genocide. The goal is to coordinate, publicize, and foster cooperation among scholars working on genocide. We hope that our effort will grow into the kind of program launched by the scientists concerned with climate change, which provides easy access to legitimate scientific work on a topic, in this case genocide and ethnic cleansing. Fund raising efforts are underway. Those interested should contact Sandra Cushman at scushman@uci.edu. The following is an outline of what we hope to obtain funding to pursue in more depth. So far, we have had several international meetings and plan an edited volume on the narratives surrounding genocide.

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1. What is genocide? Destruction of an ethnic group. White genocide – destroying a group’s cultural identity, social institutions, language, culture. Outlawed by UN Convention on the Prevention and Punishment of the Crime of Genocide (1951).

2. Why is genocide important?

- Armenian (1915-22) 1.5 mn.killed, 1.1 mn. exiled
- Holocaust (1939-1945) 6 mn. Jews, 5 mn. Gypsies, 300,000 handicapped killed
- Bosnia/Sbrenica (1992-5) 300,000 killed
- Rwanda-Burundi (1993-1996) 2 mn. displaced, 1 mn. killed (800,000 Tutsis)
- Darfur/Sudan -2.5 mn. displaced

3. Ethics Center program designed to help combat genocide, foster compassion, forgiveness, and reconciliation. 2-stage program: (1) coordinate knowledge and (2) develop organizational structure to mobilize political good will

UCI Initiative: 2-step program

I. KNOWLEDGE: What do we know about genocide? What causes it?

- Macro-level: wars, breakdown of political regimes, economic depressions - Holocaust
- Socio-Political factors: totalitarian regime, lack of free press, no effective political opposition - Holocaust
- Micro-level: individual psychology. Emphasis at UCI Ethics Center

Illustration of work: Monroe’s work on individual responses to Holocaust.

- What causes a few people to risk their lives and those of their families to save strangers? (*Heart of Altruism, Hand of Compassion*)
- What makes bystanders different from supporters/perpetrators and rescuers?
- What causes ordinary people to support genocide? (*Cracking the Code*, in press)

Rescuer interviews

- Duty, role models, socialization, religion, innate pre-dispositions, etc. all mentioned by rescuers as explanations for their behavior. What is not mentioned? Choice. Identity constrains choice, sets menu of options seen as available empirically and morally.
- Ethical perspective and sense of moral salience
- Character is not all. Critical relational aspect: sense of self in relation to others
- Critical psychological factors: Self-image, worldview. categorization, idealized cognitive model, integration of values into sense of self

Contrast between rescuers, bystanders, supporters:

"But what else could I do? They were human beings like you and me." Rescuers
"But what could I do? I was one person, alone against the Nazis." Bystanders
"I had no choice; I had to defend myself." Genocide supporters

Videos from *Cracking the Code* (in press, Kristen Monroe author)

- John and Tony – Dutch rescuers
- Beatrix – Tony's cousin
- Fritz – Dutch Nazi propagandist
- Kurt – Nazi soldier
- Florentine – Nazi official, wife of top Dutch Nazi, sister of head of Dutch SS

Rescuer: John and Tony

- Worldview. Life a gift, therefore a trust. Privilege of life brings responsibility to others.
- Idealized cognitive model for the good life. Humans want to be happy and happiness comes from making others happy. Good life involves sharing, giving.
- Self-image. Connected to all by bonds of a common humanity. Where most people see a stranger, a rescuer sees another human being.
- Cognitive categorization: We are all people. Look in the mirror to see good and evil. Inclusive group categories.

Bystander: Beatrix

- Worldview: Fatalism, lack of agency.
- Idealized cognitive model for the good life – leisure time provided by servants, money.
- Self-image: Passive, helpless, low efficacy.
- No choice cause no ability to help.
- Cognitive categorization: in-group/out-group differences salient ethically.

Genocide supporter: Florentine

- Worldview. Hostile place, threatening. Groups key. Must stay with your people.
- Idealized cognitive model of good life: Be in touch with group, winds of history.
- Self-image. Lack of ontological security. Strength when in harmony with will of history.
- No choice cause must obey historical forces beyond self. Different sense of agency.
- Cognitive categorization. In-group/out-group critical. *Different from equals worse than.*

II. COORDINATION: USING SCHOLARLY KNOWLEDGE TO COMBAT GENOCIDE

- Develop programs to evoke and emphasize common bonds, show people they, too, are related to others, reveal humanity in others. Evoke the better part of their natures.
- Program: Daniel Bar-on, *Tell me your story*. Palestinian and Jewish Israeli students
- Monroe-Martinez. Empathic involvement with the other. UCI class experiment, Difficult Dialogues program. (PS article – available from Sandy Cushman)
- Brouillette-Monroe. Stories to teach ethics, Kindergarten-Grade 2

UCI initiative: hub-spoke model.

- Affiliate meetings to share and coordinate knowledge as NCI does to combat cancer. International Society of Political Psychology; Caucus of Concerned Scholars: Cmte. on Ethics and Morality; American Political Science Assn.; International Studies Assn.; Assn. of Genocide Scholars; Warsaw School of Social Psychology; Holocaust museums; Simon Wiesenthal Centre.
- Visiting speakers:
Cheryl Koopman (Stanford, psychiatry, virtual reality machine to lessen PTSD after ethnic cleansing rapes, terrorism and 9/11), Jerry Post (George Washington, psychiatry, torture and terrorism); Joe Montville (Track 2 diplomacy, 2008 Sanford Award winner, Muslim-Jewish relations); Samantha Power (Pulitzer winner, Harvard Carr Center); Rose McDermott (UCSB, Center for Advanced Studies in Behavioral Science, genetic influences on aggression).
- UCI interns and visiting post-doctoral fellows:
Lee Ann Fujii (George Washington, Rwanda-Burundi genocide); Nevin Aiken (UBC, reconciliation in N. Ireland, S. Africa). UCI Interns: Adam Martin (forgiveness in an age of global terror); Tom Doyle (ethics of nuclear proliferation); Priyanka Ghosh

(Brown, genocide); Altaf Sadiq (Yale, reconciliation bet. religious groups); Alexis Etow (Princeton, altruism); Kristin Fyfe (UCLA, computer games and genocide and altruism); Tyler Stinehart (CDM HS, altruistic perspective survey, Gina Petracca (UNI HS, Jewish émigrés from the Third Reich)

- Visiting faculty we hope to invite.
Janusz Reykowski (coordinator of Roundtable Talks and a founder of current Polish democracy, Warsaw School of Social Psychology, Morton Deutsch and Sanford winner)
- NGOs, public such as.
Paul Freeman ("Sand and Sorrow" with George Clooney, Samantha Power)
Johanna Wagner, International Cmte. of the Red Cross