STUDY GUIDE FOR FINAL EXAM
HIST 0150D
REFUGEES: A TWENTIETH CENTURY HISTORY

The exam will have two parts:
**Part I** (25%) will ask you 5 questions that require a factual answer. You must answer **ALL 5 QUESTIONS**.

Example: When, where and why was the Shatila refugee camp set up?

**Part II** (75%) will ask you five interpretive questions, and you will have to answer any **ONE**, drawing upon relevant readings and films to **MAKE AN ARGUMENT** in response to the question. These questions will be released before the exam, on May 11th.

Example: Using Shatila, Dabaab or other refugee camps as examples, examine life in a refugee camp. What are some of the critiques made of refugee camps? To what extent do you think they are the “nomos” of modernity?

Forty minutes is not a lot of time to write a fully-developed essay, so you must use your time efficiently.

- The best responses posit an explicit a thesis in the very first sentence.
- Like any written assignment, your answer should organize material in a logical sequence and marshal specific evidence from the readings, lectures, films and discussion sections to support your thesis.
- You must write in complete sentences (as opposed to in bullet points).
- You do not need offer direct quotes (or footnotes) from the readings, but it helps to have sentences like “Marrus argues that” or “The film ‘Twice a Stranger’ suggests that ...” In other words, it helps to put the authors of the readings to work for you in answering the questions.
- You are encouraged to study in groups, but your written exam answers should be in your own **unique** voice. If two people give two answers that are almost exactly similar, it will be called into question and both may not get a grade.
- Cognizant that forty minutes is not a lot of time to answer these questions, we will grade your exams accordingly. Although it may be impossible to say as much as you want to say or could say with more time, you should nonetheless strive to offer an argument and evidence driven answer as you can in the time allocated.
Grading will be based on:
1. Clarity and originality of the argument.
2. Analytical abilities
3. Use of relevant readings and films to support your argument
4. Quality of writing (basic grammar, sentence constructions, etc.)

Relevant readings and films include the following material, which covers Week 9 to Week 15. Questions will relate to themes from each week’s lectures (including guest lectures). Consult pdfs of the lecture presentations, your notes from the guest lectures by Rebecca Nedostup, Ursula Bieman and Omar Bah, as well as the following books, articles, films and other media:

**Books/Book Excerpts:**

Julie Peteet - pages 93-216
John Berger, *Seventh Man*
Susan Sontag, *Regarding the Pain of Others*
Mahmood Mamdani, Chapter One: ‘Thinking about Genocide,’ *When Victims Become Killers.*

**Articles:**

Peterson, “*Sovereignty International Law & the Uneven Development of the International Refugee Regime*”


Didier Fassin, *Evidence and Asylum in France*

*Rape as Genocide: Bangladesh, the Former Yugoslavia and Rwanda*

*Why is the Twentieth Century the Century of Genocide*


Lisa Malkki, ‘*National Geographic: The Rooting of People and the Territorialization of National Identity*’.
Optional Readings (use where relevant):

Branko Milanovic, *The Haves and Have-Not*: A Brief and Idiosyncratic History of Global Inequality* (e-book on Josiah, pages 115-134)

Fassin, *Compassion and Repression: Sangatte*

Fassin, *Policing Borders: Producing Boundaries*


Mass Murder in Earth and Hotel Rwanda

Media:

Please also consult all the films (When I Saw You, Spectres of Hope, Zinda Bhaag, In this World, Beautiful People, Hotel Rwanda), multi-media material on the blog, including interactive maps and short and long film clips, and the pdfs from class presentations.