Errata

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Marsoobian’s interesting philosophical analysis is followed by a more conventional examination of failure to prevent genocide in three cases: Rwanda, Srebrenica, and Darfur. Fred Grünfeld, of the University of Maastricht Faculty of Law, University College Maastricht, the Netherlands, and the Maastricht Centre for Human Rights, and Wessel Vermeulen, a research assistant to Dr. Grunfeld, argue that in spite of ample warnings, the UN Security Council was not willing to take any action to prevent genocide or to stop the genocide taking place in these three contexts.

The final article examines the attempts to identify missing persons in Bosnia-Herzegovina. Kirsten Juhl, research fellow at the University of Stavanger, Norway, argues that it is important to solve the missing-persons issue in the aftermath of genocide and that this may be a “prerequisite to prevent recurrences.”

Juhl’s analysis examines missing-persons issues from what she calls a “risk management and societal safety perspective.” Very important is the “state’s ability to establish public confidence in critical social institutions and to build mutual trust among different groups within the population.” Her study is based on empirical data and considers, as she notes, “how the emotional overrules the rational, how the predominantly ethnic discourse in society overpowers the weaker human-rights discourse, and how this may threaten the important building of confidence and trust.”

GSP 4:2 is thus a heterogeneous mix of commentaries and wide-ranging substantive articles. The commentaries elucidate and draw attention to the shortcomings as well as the positive contributions of the Albright-Cohen Report, while the three articles raise a series of interesting questions and provide some new perspectives on the study of genocide. As noted above, in a future issue the editors will invite the authors of the Albright-Cohen Report to respond to the commentaries published in this issue. We hope that you, the reader, will look forward to these with the same anticipation of a productive debate that characterizes the editors.

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Herb Hirsch
GSP Co-editor

Notes

Notice of Errata
In GSP 3.3 (December 2008), pp. 341–52, Henry Maitles is identified as sole author of the article titled “Why are we learning this?: Does Studying the Holocaust Encourage Better Citizenship Values?”; in fact, however, Paula Cowan (University of the West of Scotland) should also have been identified as an author of this article. Henry Maitles regrets the error.