

HIST 382: Genocide in the Modern World

Spring 2010

Tuesday/ Thursday 2:20-3:50—Piskor 101

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COURSE DESCRIPTION

The twentieth century saw mass violence on a scale unprecedented in human history. Among the most horrifying forms this violence took was the attempt to systematically exterminate whole religious/ ethnic/ national groups, an act which Raphael Lemkin coined the term “genocide” to describe. In this course, we will both examine individual historical cases of genocide (including the Armenian genocide, the Holocaust, Khmer Rouge Cambodia, and the Rwandan genocide) and also consider theoretical approaches that seek to explain its nature and causes. Some questions we will explore include: What kinds of institutions, technologies, and ideas allowed the perpetration of genocide in the twentieth century? How is genocide different from other forms of mass violence, such as imperial exploitation, pogroms, and “ethnic cleansing”? How can we understand the actions of genocide’s perpetrators and the responses of its victims? Why have major powers repeatedly failed to intervene to halt acts of genocide?

LIST OF READINGS

- Adam Jones, *Genocide: A Comprehensive Introduction*
- Donald L. Niewyk, ed., *The Holocaust*, 4th ed.
- Loung Ung, *First They Killed My Father*
- Scott Straus, *The Order of Genocide: Race, Power, and War in Rwanda*
- Other readings posted on ANGEL

Writing guide

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 6th ed.

LIST OF FILMS (SHOWN OUTSIDE OF CLASS)

Shoah (clips) (1985, dir. Claude Lanzmann)

Sometimes in April (2005, dir. Raoul Peck)

You may watch the scheduled showings of these films or get copies and watch them when you choose. You will be expected to be ready to discuss them on the relevant days.

ASSIGNMENTS

Your course grade will be calculated in the following way:

Class preparation & participation	10%
Genocide reflection paper	5%
Holocaust/ Cambodia/ Rwanda paper	12.5%
Research presentation	15%
Research paper	17.5%
Class discussion leading	10%
Midterm exam (take-home)	10%
Final exam (take-home, due May 7th)	20%

The assignments are briefly described below. You will be given fuller information before you begin each assignment.

CLASS PREPARATION & PARTICIPATION

This class will include occasional lectures, but mostly discussions of course readings, student presentations, and films. In all cases, it is vital that you come to class prepared and that you participate in the day's activities. Simply showing up to class constitutes neither preparation nor participation, and will earn you a poor preparation and participation grade. More importantly, it will diminish the class's value, not only for you, but also for your colleagues and for me.

The following advice is designed to help you meet the course expectations:

Class preparation

Every class meeting builds on the day's reading or other assignments, so it is crucial that you do these in advance. You must bring all readings, discussion questions, and other materials to class. This is the first step in being prepared for class.

You are not expected to have mastered all the intricacies of the day's text to be ready for class. By reading actively and critically (for more information, see "Critical Reading" handout on ANGEL), you should have some ideas about the text's structure and main ideas, as well as questions about its meaning. To effectively explore your interpretations and questions, you must take notes on the reading that will allow you to offer comments or ask questions that are specific and grounded in the text.

Class participation

Class participation begins, of course, with your presence. If you miss class, come to class late, or come unprepared, you cannot participate in a constructive fashion. Every absence thus *inevitably* detracts from your understanding of the course as a whole and therefore your grade. Therefore, you should make every effort to attend every class, and to only miss class in cases of serious emergency (it is up to you to decide what this constitutes for you). After three absences (the equivalent of one week of class), your preparation & participation grade will be reduced by half a grade for each absence.

Your prepared, active, and thoughtful involvement in class discussion will constitute the bulk of your preparation & participation grade. Class discussion offers the chance to present your ideas *and your questions* to your colleagues, so that we can all come to a deeper understanding of the

material. Active participation in discussions will enable you to work through difficult concepts, perceive links between different topics and readings, and clearly articulate your own perspectives on the subject matter. Discussions will provide an opportunity to explore the questions, problems, and issues raised by the course material.

Meaningful discussion requires an ability to keep an eye on the text's larger significance without neglecting the realm of the specific. Your questions, comments, and observations should be grounded in specific passages in the text. When you raise points, you will be expected to show the class the portions of the text to which you are referring.

Do not be afraid to ask questions about what puzzled you. Someone else may have clearly understood what you did not, and vice versa. Discussion is a collaborative endeavor, in which we pool our knowledge and exchange our ideas. Everyone will bring different qualities and ideas to discussion.

Students are often cautious about questioning each other, yet this is the heart of good class discussion. You will no doubt sometimes disagree with some or all of your colleagues and even your professor. Do not be afraid to disagree—it is through constructive, energetic debate that we will all come to more sophisticated understandings of the material. You should feel free to challenge, critique, and delve into each other's ideas, without being rude, dismissive, or impolite. The academic enterprise depends on the free exchange of ideas, which are expanded and refined through interaction with competing views. Discussion will probably not lead us to a final position upon which we all agree, but will help each of us to clarify our own interpretations by having them challenged and opening them up to different perspectives.

Participation in discussion will allow you to come to a better understanding of your own ideas, as well as aiding your colleagues. If it is difficult for you to speak up in class, please discuss this with me in office hours so that we can figure out how to improve your participation, which is a necessary skill for you to cultivate. The more you have prepared for class in advance, the easier it will be to participate in the class itself.

Lectures do not absolve you of the duty to participate. On the most basic level, you should be attentive, alert, and respectful. You should also ask questions when something is unclear, answer questions I pose, and otherwise contribute as an audience member. Class is not a movie presented for your passive entertainment.

The following criteria will serve as the basis for your preparation and participation grade¹

- Your regular, thoughtful, informed discussion of the readings, assignments, and audio-visual documents (this presupposes your habitual and punctual attendance throughout the semester)
- Attention and responses to other students' comments, questions, and presentations
- Engagement with questions posed by me to the class
- Discussions in pairs or small groups, and other in-class spoken activities
- In-class writing exercises (free-writing, responses to questions on the reading, etc.)

¹This list of criteria and the following page are borrowed from Donna Alvah, HIST 347B (Fall 2007) syllabus.

Here is an idea of how class preparation and participation will translate into a grade:

4.0 (“A,” Excellent): The student is clearly engaged, has completed and thought about the assigned readings, participates insightfully in a way that demonstrates s/he has closely read and made connections between the various texts, and is able to back up her/his ideas with concrete examples or quotations (i.e., evidence). S/he listens carefully to the other students, and responds directly to their comments in a manner that facilitates the discussion. Stays on task in pair/group discussions. Always comes to class with thoughtful, informed responses to course texts and other students’ projects. Always comes to class on time.

3.0 (“B,” Good): The student is clearly engaged, has read and thought about the assigned reading, and speaks regularly in class, in a way that demonstrates s/he has read and thought about the assigned reading. S/he listens carefully to the other students, and responds directly to their comments in a manner that facilitates the discussion. Stays on task in pair/group discussions. Regularly comes to class with thoughtful, informed responses to the course texts and other students’ projects. Always comes to class on time.

2.0 (“C,” Passing): The student shows up for class and appears engaged but doesn’t speak unless called upon. Shows attention to what’s going on in the class, including what the other students and the professor are saying (in other words, isn’t sleeping or tuning out). Participates and stays on task in pair/group discussions, doing her/his fair share of the work. Attempts to respond thoughtfully to other students’ projects. Almost always comes to class on time.

1.0 (“D,” Unsatisfactory): The student attends class but is not engaged. This lack of engagement manifests itself in such behaviors as dozing, tuning out, compulsive clock-watching, note-passing, personal conversations (including during pair/group activities), etc. This student might speak up in class but doesn’t appear to have completed the assigned reading (i.e., is talking just to talk; makes empty statements). Does not participate constructively in pair/group discussions; lets others do all the work. Hinders rather than facilitates discussion. Occasionally comes to class with thoughtful, informed responses to course texts and other students’ projects. Comes to class late.

0 (“F,” Failed): Student has too many absences. Rarely or never comes to class prepared to discuss course texts or other students’ projects. Comes to class late.

For those who are worried about participating in class: Throughout the session I will see that everyone gets numerous opportunities to participate. If you find it difficult to speak in class, please meet with me in office hours—the earlier, the better—so that we can strategize about ways to improve your participation. I am happy to help you figure out how to participate in class—it takes effort, practice, and some courage. This is an essential part of your education here at SLU.

FORMAL PAPERS

You will be expected to write three formal papers for this course:

- The first will be a 550-900 word (2-3 pages) paper in which you reflect on your understanding of genocide.
- The second will be a longer paper (approximately 1,100-1,800 words, or 4-6 pages) that addresses the Holocaust, Cambodia under the Khmer Rouge, or the Rwandan Genocide. You will be expected to critically engage with course readings that offer differing analytical perspectives on these events. Papers on each topic have their own due dates—see course schedule.
- The third paper will be a short a research paper on a topic approved by me ahead of time (which is likely to be the same as your research presentation topic, but does not have to be). It should be approximately 1,925-3,000 words, or 7-10 pages. It will be due two weeks after your research presentation (or the last day of class if your presentation is in the last two weeks), unless you choose an unrelated topic, in which case you must consult with me about the due date.

Your papers should clearly address the assignment topics, be well-organized, and contain central points supported by evidence. They should be written in clear, formal prose that is free of grammatical and mechanical errors.

Guidelines for paper format:

- double spaced
- 12-point font
- 1” margins
- Number pages
- Title the paper
- Submit a stapled, legible hard copy of the paper
- Use *Chicago Manual of Style* citation format for footnotes and bibliography
 - For details, see Rampolla, *A Pocket Guide to Writing in History* or a style manual such as Diana Hacker’s *Pocket Style Manual*

I will perform the following services for the stated reduction in your grade:

- Staple your paper .25
- Number your pages .25
- Print out your paper .5
- Correct your citations .5

RESEARCH PRESENTATION

At some point in the semester, you will deliver a research presentation, either to the class or to the campus community. You will have 15-20 minutes to present the topic in an informative and engaging manner.

Your presentation may be of one of the following two types:

a) A focused analysis of a specific event or theme in the history of genocide in the twentieth century. This may be an attempt to understand the cause of a particular genocide, or to understand how perpetrators, victims, or outsiders reacted to the genocide's dynamic. It could also be a consideration of a historiographical issue, trying to explain the debates about, for instance, the uniqueness of the Holocaust. It should not simply be an overview or summary of events, but should offer an analytical perspective on the topic.

b) A public presentation (for the campus community or even the wider community) on some issue relating to genocide. Because the nature of such a presentation will depend on the venue in which it is delivered, you will have flexibility about the format. In any case, it must meet the same standards of research, analysis, and effective delivery that are required for an in-class presentation.

If you write a research paper building from your presentation, it may take the form of a public policy paper or other document that you will distribute to the wider world in some fashion (as part of an anti-genocide campaign, a brief to your Congressional representative, or a program for teaching high-school or grade-school children about genocide). It must still meet the same rigorous standards of research and argumentation as in a formal academic paper.

In addition to the presentation itself, you will be *required to submit a proposal, revised proposal and plan, and an annotated bibliography* of your sources. More detailed information on these assignments will be handed out in class.

I will select the dates for the in-class presentations based on where students' topics fit within the course's chronological framework.

CLASS DISCUSSION LEADING

Students will, in pairs, lead a 20-30 minute class discussion at some point during the semester, based on your ranking of topics. In leading discussion, you should try to open up the day's reading in some fashion, helping facilitate the class's engagement with the text's key ideas. It is intended in part as practice for you in an important skill, but I also expect that your discussion leadership will enrich the course in ways that my planning of all the discussions could not. Your discussion leading is not only about critical thinking, but also oral communication. You will be evaluated on your ability to convey your ideas clearly and engagingly and to promote substantive discussion of the material.

Discussion leaders are required to meet with me to go over their plan *at least a day* before the discussion they will lead.

A more detailed assignment will be handed out in class when the discussion leading schedule is established.

MIDTERM AND FINAL EXAMS

In the two major exams, you will be expected to demonstrate mastery of the major events and ideas regarding genocide covered in course reading, discussion, films, and presentations.

RESOURCES

Office hours

I have office hours for three hours every week, and I am happy to set up an appointment if you cannot attend these. Office hours are one of the best, and least utilized, components of university courses. You may come for advice on reading, work with me on developing a paper, ask questions about the content of course texts, solicit references for further reading on a topic that interests you, or anything else relating to the course. There is more time to address your specific issues in depth during office hours than there is in class. Students who come to office hours regularly usually improve the quality of their work and get more out of a class. **Note: While you may ask short questions via e-mail, come to office hours for more extensive help.**

The WORD Studio (<http://www.stlawu.edu/wordstudio>)

The Munn Center for Rhetoric and Communication maintains The WORD Studio in ODY Library—a place to get feedback from peers on assignments in Writing, Oral communication, Research, and Design of visual projects. You can come for a consultation to plan a paper or presentation (you don't need anything but a blank piece of paper!); to find ways to improve the ideas, organization, and style of a draft; to videotape and review a presentation rehearsal; to practice a PowerPoint presentation, and more. Peer tutors are not proofreaders or editors who silently “fix” your work for you; instead, they are trained to have a conversation with you about ways you can fix problem areas yourself and become better overall communicators.

The WORD Studio is open Monday through Thursday, 8:30 a.m. to 11:00 p.m.; Friday, 8:30 a.m. to 4:00 p.m.; and Sunday, 1:00 p.m. to 11:00 p.m. You may also IM the Studio during regular hours with quick questions about grammar, citation, and style: *SLUword*.

Academic Support Office (<http://www.stlawu.edu/advising>)

The Academic Support Office in Whitman offers help in developing skills that will lead to greater academic success, including study techniques, time management, and other practical issues. The Academic Advising website also contains valuable information.

COURSE POLICIES

- All major assignments (the formal papers, as well as the midterm and final exams) must be completed in order to pass the course. There will be no exceptions.
- If you need to request an extension, you must contact me before the due date. If I grant an extension, I will give you a new, binding due date. *Late work submitted without an extension or documentation of a medical or family emergency from the office of Student Life will be penalized half a grade (.5) for each day or fraction thereof that it is late.*
- I will not tolerate academic dishonesty, and will uphold Saint Lawrence University policy on it. You have signed a pledge that you have read and understand that policy, which is described in the SLU Student Handbook. I will submit all suspected cases of academic dishonesty to the Academic Honor Council for adjudication.
- Regular participation is important for allowing you to get the most out of the course, and you should attend every class. Absences after the first two (the equivalent of a full week of class) will lower your preparation & participation grade by half a grade (.5). In the case of a medical or family emergency, we can discuss appropriate make-up work for a missed class.
- Should you miss class for any reason, you are responsible for finding out what happened in class, including announcements and handouts.

COURSE SCHEDULE

DATE	CLASS ACTIVITIES AND ASSIGNMENTS (SUBJECT TO CHANGE)
Tues 1/19	<p>Genocide, ethnic cleansing, mass killing</p> <p>Introductions, course themes, definitions</p> <p>Review syllabus, discuss assignments</p>
Thurs 1/21	<p>Approaches to the study of genocide</p> <p>Reading:</p> <ul style="list-style-type: none"> • Jones, <i>Genocide</i>, xviii-xxiv, 3-30
Tues 1/26	<p>*** <i>Genocide reflection paper due</i> ***</p> <p>Genocide and the modern state</p> <p>Reading:</p> <ul style="list-style-type: none"> • Jones, <i>Genocide</i>, 39-58 • Mann, <i>Explaining Ethnic Cleansing</i>, 1-33, 55-69 (ANGEL)
Thurs 1/28	<p>Genocides of indigenous peoples</p> <p>Reading:</p> <ul style="list-style-type: none"> • Jones, <i>Genocide</i>, 67-86, 94-98
Tues 2/2	<p>Genocides of indigenous peoples</p> <p>Reading:</p> <ul style="list-style-type: none"> • Mann, <i>Explaining Ethnic Cleansing</i>, 70-110 (ANGEL)
Thurs 2/4	<p>The Armenian Genocide</p> <p>Film clip: <i>The Armenian Genocide</i> (2005, dir. Andrew Goldberg)</p> <p>Reading:</p> <ul style="list-style-type: none"> • Jones, <i>Genocide</i>, 101-115, 119-122 • Mann, <i>Explaining Ethnic Cleansing</i>, 111-139 (ANGEL)
Tues 2/9	<p>The Armenian Genocide</p> <p>Reading:</p> <ul style="list-style-type: none"> • Mann, <i>Explaining Ethnic Cleansing</i>, 140-179 (ANGEL) • Vahakn N. Dadrian, “The Comparative Aspects” (ANGEL) • Winter, “Under Cover of War” (ANGEL)

Thurs 2/11	<p>The Armenian Genocide</p> <p>Reading:</p> <ul style="list-style-type: none"> • Theriault, “Rethinking dehumanization in genocide” (ANGEL)
Tues 2/16	<p>Mass killing under Stalin: Genocide?</p> <p>Film clip: <i>Harvest of Despair</i> (1988, produced by Ukrainian Famine Research Committee)</p> <p>Reading:</p> <ul style="list-style-type: none"> • Jones, <i>Genocide</i>, 124-137, 141-144 • Barbara B. Green, “Stalinist Terror and the Question of Genocide: The Great Famine” (ANGEL)
Thurs 2/18	<p>Origins of the Holocaust</p> <p>Reading:</p> <ul style="list-style-type: none"> • Niewyk, ed., <i>The Holocaust</i>, 1-37
Tues 2/23	<p>The Holocaust: Perpetrators and victims</p> <p>Reading:</p> <ul style="list-style-type: none"> • Niewyk, ed., <i>The Holocaust</i>, 38-55, 76-99 • Levi, <i>Survival in Auschwitz</i>, 9-41 (ANGEL) • Levi, <i>The Drowned and the Saved</i>, “The Gray Zone” (ANGEL)
Thurs 2/25	<p>The extermination camp system</p> <p>Reading:</p> <ul style="list-style-type: none"> • Levi, <i>The Drowned and the Saved</i>, “Preface,” “Useless Violence” (ANGEL)
Tues 3/2	<p>Jewish resistance, bystanders' actions</p> <p>Reading:</p> <ul style="list-style-type: none"> • Niewyk, ed., <i>The Holocaust</i>, 141-223 • Levi, <i>The Drowned and the Saved</i>, “Shame” (ANGEL)
Thurs 3/4	<p>*** Midterm exam due ***</p> <p>Meaning and genocide</p> <p>Film clips: <i>Shoah</i> (1985, dir. Claude Lanzmann)</p> <p>Reading:</p> <ul style="list-style-type: none"> • None

*** **SPRING BREAK 3/6-3/14** ***

Tues 3/16	<p>*** <i>Holocaust paper due</i> ***</p> <p>Cambodian under the Khmer Rouge</p> <p>Reading:</p> <ul style="list-style-type: none"> • Jones, <i>Genocide</i>, 185-202, 206-210 • Ung, <i>First They Killed My Father</i>, “Author’s Note,” 1-55
Thurs 3/18	<p>Cambodian under the Khmer Rouge: Tuol Sleng</p> <p>Film clip: <i>S21: the Khmer Rouge Killing Machine</i> (2002, dir. Rithy Panh)</p> <p>Reading:</p> <ul style="list-style-type: none"> • Ung, <i>First They Killed My Father</i>, 56-112
Tues 3/23	<p>Cambodian under the Khmer Rouge</p> <p>Reading:</p> <ul style="list-style-type: none"> • Ung, <i>First They Killed My Father</i>, 113-238
Thurs 3/25	<p>“Ethnic cleansing” in Bosnia-Herzegovina</p> <p>Film clip: <i>The Death of Yugoslavia</i> (1995)</p> <p>Reading:</p> <ul style="list-style-type: none"> • Jones, <i>Genocide</i>, 212-224, 227-230 • Drakulić, “The Rape of Women in Bosnia” (ANGEL)
Tues 3/30	<p>*** <i>Cambodia paper due</i> ***</p> <p>The Srebrenica massacre: a case of genocide?</p> <p>The Rwandan Genocide</p> <p>Reading:</p> <ul style="list-style-type: none"> • Jones, <i>Genocide</i>, 232-246, 250-255 • Nation, “The Balkan Wars and the International War Convention” (ANGEL)
Thurs 4/1	<p>The origins of the Rwandan Genocide</p> <p>Reading:</p> <ul style="list-style-type: none"> • Mamdani, from <i>When Victims Become Killers</i>, ch. 3, 7 (ANGEL)
Thurs 4/1- Sun 4/4	<p>EVENING FILM: <i>Sometimes in April</i> (2005, dir. Raoul Peck)</p> <p>Network channel ____ @ 4, 7, 10 p.m.</p>

Tues 4/6	<p>The Rwandan Genocide: Perpetrators and victims</p> <p>Discuss <i>Sometimes in April</i></p> <p>Reading:</p> <ul style="list-style-type: none"> • Straus, <i>The Order of Genocide</i>, 1-121
Thurs 4/8	<p>Ideology and propaganda in the Rwandan Genocide</p> <p>Reading:</p> <ul style="list-style-type: none"> • Straus, <i>The Order of Genocide</i>, 122-152
Tues 4/13	<p>The motives of perpetrators</p> <p>The international community's response to the Rwandan Genocide</p> <p>Reading:</p> <ul style="list-style-type: none"> • Straus, <i>The Order of Genocide</i>, 153-246 • Livingston and Eachus, "Rwanda: U.S. Policy" (ANGEL)
Thurs 4/15	<p>Disciplinary perspectives on genocide</p> <p>Gendercide and genocide</p> <p>Reading:</p> <ul style="list-style-type: none"> • Jones, <i>Genocide</i>, 261-281 OR 288-301 OR 307-320 OR 325-336
Tues 4/20	<p>*** <i>Rwanda paper due</i> ***</p> <p>Coming to terms with genocide: prosecution and healing</p> <p>Reading:</p> <ul style="list-style-type: none"> • Jones, <i>Genocide</i>, 345-357, 362-381 • TBA
Thurs 4/22	<p>Darfur and Congo: Genocide, ethnic cleansing, civil war?</p> <p>Reading:</p> <ul style="list-style-type: none"> • TBA
Tues 4/27	<p>Stopping genocide</p> <p>Reading:</p> <ul style="list-style-type: none"> • Jones, <i>Genocide</i>, 388-404 • Essays from Lang, ed., <i>Just Intervention</i> (ANGEL) • TBA

Thurs 4/29	Stopping genocide Is “genocide” a helpful term? Reading: • Genocide Prevention Taskforce, <i>Preventing Genocide: A Blueprint for U.S. Policymakers</i> (ANGEL)
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Take-home final exam due Friday, May 7th at 4:30 p.m.