

**Political Science 9723B
Genocide**

Winter 2018
Thur. 1:30-3:30
Location: SSC 4255
Office Hours: Thursdays 9:00-11:00

Instructor: Joanna R. Quinn
Office Location: SSC 4158
Telephone: 519-661-2111 ext. 85172

Course Description:

An examination of the theoretical and methodological issues related to the topic of genocide and a consideration of empirical cases of genocide and genocidal acts, such as “ethnic cleansing.” The course begins by looking at the definition of genocide provided by the 1948 UN Genocide Convention and the legal-political context in which that convention was held. We will examine recent debates and alternative theoretical models by referring to selected specific cases, beginning with those of the Armenians and Nazi Germany in the first half of the Twentieth century, and then move to discuss more recent cases, including those in Cambodia, Rwanda, and Bosnia, among others.

Texts:

Adam Jones, *Genocide: A Comprehensive Introduction*. Second Edition. New York: Routledge, 2010.

Naimark, Norman M. *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe*. Cambridge: Harvard University Press, 2001.

Totten, Samuel and William S. Parsons, eds. *Centuries of Genocide: Eyewitness Accounts and Critical Views*. Fourth Edition. New York: Routledge, 2012.

Additional texts have been assigned for graduate students. These are noted in red throughout.

IMPORTANT NOTICE RE PREREQUISITES/ANTIREQUISITES

You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an antirequisite course. Lack of prerequisites may not be used as a basis for appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. This decision cannot be appealed. If you find that you do not have the course requisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.

Office of the Dean, Faculty of Social Science

Objectives

This course has three main objectives:

First, this course is designed to outline and allow students to assess the theories, perspectives and issues that shape the context and nature of the field of genocide studies. This will provide a foundation for any future interests and research in this area and establish a comparative foundation for further study.

Second, the assignments in this course are designed to help students develop critical thinking in ways that relate to specific issues and case studies in genocide studies. While we will cover a range of debates and issues, the goal is for students to pursue an in-depth study of at least two areas that they find most interesting.

Third, by the conclusion of this course, students should be able to provide a critical and original argument about the field of genocide studies. Students' ability to accomplish these objectives will be assessed using the assignments and work outlined below.

By the end of the course students should be able to:

1. Discuss different approaches to genocide studies
2. Describe the key events, changes over time and the current state of genocide studies
3. Think critically and write about an issue in genocide studies
4. Evaluate the effectiveness of a policy or inter-state issue in genocide studies
5. Participate in a presentation about a particular perspective through a case study of genocide studies
6. Analyze current policy and political issues in genocide studies
7. Discuss a current genocide studies issue in historical context

Grade Distribution:

Undergraduate Students:

In-Class Essay (Feb.15)	20%
In-Class Assignment (Mar. 29)	10%
Essay, 12-15 pp. (Apr.5)	40%
Seminar Presentation	15%
Seminar Participation	15%

Graduate Students:

In-Class Assignment (Mar. 29)	10%
Essay, 20-25 pp. (Apr.5)	60%
Seminar Presentation	15%
Seminar Participation	15%

In-Class Essay

On February 15, undergraduate students only will write an in-class essay based on the material covered to that point in the course. No notes or aids will be permitted. Graduate students will not attend the seminar that day.

In-Class Assignment

On March 29, undergraduate and graduate students will each write a 500-word letter to their Member of Parliament, laying out the case for the genocide of the Rohingya people. In their capacity as scholars of the subject of genocide, students are expected to draw on the lessons learned throughout the term, and, using examples from each of the cases studied in class, to make a forceful argument for why what is happening to the Rohingya should (or should not) be considered genocide, and what should be done. The focus of the assignment should be on the grounds for classifying the particular situation as genocide (or not) and on precedent from other cases that can be used to back up the arguments made. At the end of the assignment, students may choose to send their assignment to their Member of Parliament.

Essay

Undergraduate students will be required to write one term essay of 12-15 typed, double-spaced pages, or between 3000-3750 words. The paper must be submitted at the beginning of class on April 5.

Graduate students will be required to write one term essay of 20-25 typed, double-spaced pages, or between 5000-6250 words. The paper must be submitted at the beginning of class on April 5. In all cases, students should include a word count at the bottom of the essay. The topic of the paper may be selected from the list of topics provided below. Essays must be formatted using Chicago/Turabian style, with footnotes, not in-text citations.

A late penalty of 10% per day will be applied to papers submitted at any point after the start of class on April 5.

Please note that all essays must be submitted to Turnitin, using the link provided on WebCT.

Formatting Style:

1. Essays must be formatted using Chicago/Turabian style.

2. Essays must use footnotes, not in-text citations.

Students are advised to consult a writer's handbook when composing their essays in order to see how to format things like bibliography and footnotes. One such excellent handbook is *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, and this book is available from the Book Store. A useful link may be found at the following url: <http://www.wisc.edu/writing/Handbook/DocChicago.html>.

Seminar Presentation

Each week, a group of two or more students will present the main points and arguments pertaining to that week's case study, and also relating to that week's main theme, to the class. Each presentation should be approximately 20 minutes in length, and must include a one-page, single-sided hand-out for students in the class as well as questions for discussion. As the presentation is expected to be a joint project between the students involved, all students in the group will receive the same grade. Student presenters are expected to refer to material beyond that assigned to the class.

Seminar Participation

This assessment will be based on regular contributions to the class discussion, reflecting some grasp of the relevant materials and some analytical abilities in applying those materials in the discussion. Students should consult the handout "Student Participation" on page 10, below, for criteria.

Academic Dishonesty:

Many different types of actions may be considered academically dishonest. These might include, although not exhaustively, the following: cheating, submission of work not authored by you, double submission, fabrication, plagiarism. You are advised to familiarize yourself with the guidelines set out in the Handbook of Academic and Scholarship Policy. These may be found at the following url:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Students with Disabilities:

Any student with a disability is advised to contact the Coordinator for Services for Students with Disabilities in order that arrangements can be made through the Student Development Centre to accommodate that student. The Student Development Centre is located in Room 4111 of the Western Student Services Building; they can be reached by telephone at 519-661-2147, or on the web at *<http://www.sdc.uwo.ca/ssd/>*

Other Resources:

There are many resources at Western designed to assist you in your learning. You are strongly advised to utilize these services. The Student Development Centre offers many services, including Effective Writing Programs and Learning Skills Services. The Student Development Centre is located in Room 4100 of the Western Student Services Building; they can be reached by telephone at 519-661-3031, or on the web at *<http://www.sdc.uwo.ca/>*. You should also become familiar with the services offered by the University Library System. The D.B. Weldon Library may be contacted by telephone at 519-661-3162 or by email at *dbwref@lib.uwo.ca*, or on the web at *<http://www.lib.uwo.ca/weldon>*.

Course Outline by Topic:

January 11 **Introduction**

January 18 **Historical Foundations of Genocide**

- Jones ch. 1

- UN Genocide Convention

Available from <http://www.hrweb.org/legal/genocide.html>

- Raphael Lemkin, *Axis Rule in Occupied Europe: Laws of Occupation - Analysis of Government - Proposals for Redress* (Washington, D.C.: Carnegie Endowment for International Peace, 1944), 79-95.

Available from

<http://www.preventgenocide.org/lemkin/AxisRule1944-1.htm>

*** Please read Section I, II and III. ***

January 25 **Conceptual Foundations of Genocide**

- Jones ch. 10, 11

- Naimark pp.1-11

- Thomas G. Weiss, "Halting Genocide: Rhetoric versus Reality," *Genocide Studies and Prevention* 2.1 (April 2007): 7-30.

February 1 **Armenians**

- Jones ch. 4

- Totten, Parsons ch.4

- Naimark ch. 1

- *Genocide Studies and Prevention* 1.2 (Sept. 2006): read all of special issue on Armenian genocide

February 8 **Nazi Germany**

- Jones ch. 6

- Totten, Parsons ch. 6

- Naimark ch. 2

- Mark P. Mostert, "Useless Eaters: Disability as Genocidal Marker in Nazi Germany," *Journal of Special Education* 36.3 (2002): 157-170.

February 15 **Soviet Union**

- Jones ch. 5

- Totten, Parsons ch. 5;

- Naimark ch. 3

- Yaroslav Bilinsky, "Was the Ukrainian famine of 1932–1933 genocide?" *Journal of Genocide Research* 1.2 (1999): 145-156.

** Undergraduates write in-class essay; graduate student study week **

February 22 **Spring Reading Week—no class!**

- March 01 **Cambodia**
 - Jones ch. 7
 - Totten, Parsons ch. 9
 - Alexander Laban Hinton, "A Head for an Eye: Revenge in the Cambodian Genocide," in *Genocide: An Anthropological Reader*, ed. Alexander Laban Hinton (Malden, MA: Blackwell Publishers, 2002), ch. 12. *Copies of this reading are available from the Reserve Desk at D.B. Weldon Library, and the book itself is available in the Stacks at D.B. Weldon Library.*
 - Beth Van Schaack, "The Crime of Political Genocide: Repairing the Genocide Convention's Blind Spot," *The Yale Law Journal* 106.7 (May 1997): 2259-2991.
- March 08 **Former Yugoslavia, Post-World War II**
 - Jones ch. 8
 - Totten, Parsons ch. 14
 - Naimark ch. 5
 - Paul Boghossian, "The concept of genocide," *Journal of Genocide Research* 12.1-2 (2010): 69-80.
 - Berel Lang, "Response to Paul Boghossian, 'The concept of genocide,'" *Journal of Genocide Research* 12.1-2 (2010): 81-89.
- March 15 **Rwanda**
 - Jones ch. 9
 - Totten, Parsons ch. 13
 - Helen M. Hintjens, "Explaining the 1994 Genocide in Rwanda," *The Journal of Modern African Studies* 37.2 (June 1999): 241-286. *This article is available from JSTOR.*
 - Lars Waldorf, "Revisiting *Hotel Rwanda*: genocide ideology, reconciliation, and rescuers," *Journal of Genocide Research* 11.1 (2009): 101-125.
 - Brent Beardsley, "Lessons Learned or Not Learned from the Rwandan Genocide," in *The world and Darfur: international response to crimes against humanity in western Sudan*, ed. Amanda F. Grzyb (Montreal: McGill-Queen's University Press, 2009), ch.2.
- March 22 **Canada**
 - Damien Short, "Cultural genocide and indigenous peoples: a sociological approach," *The International Journal of Human Rights* 14.6 (Nov. 2010): 833-848.
 - David B. MacDonald and Graham Hudson, "The Genocide Question and Indian Residential Schools in Canada," *Canadian Journal of Political Science* 45.2 (June 2012): 427-449.
 - Andrew Woolford and Jeff Benvenuto, "Canada and colonial genocide," *Journal of Genocide Research* 17.4 (2015): 373-390.
 - Andrew Woolford, "Ontological Destruction: Genocide and Canadian Aboriginal Peoples," *Genocide Studies and Prevention* 4.1 (Spring 2009): 81-97.
 - "Reconciling Unity and Diversity in the Modern Era: Tolerance and Intolerance," remarks of the Rt. Hon. Beverley McLachlin, P.C., Chief Justice of Canada, at the Aga Khan Museum, Toronto, Ontario, May 28, 2015, in *The Globe*

and Mail (May 29, 2015); available from
<https://www.theglobeandmail.com/news/national/unity-diversity-and-cultural-genocide-chief-justice-mclachlins-complete-text/article24698710/>.

March 29 **Learning to Care About Humanity**
 - Jones 16
 - Totten, Parsons Introduction
 ** In-class assignment: Rohingya advocacy **

April 5 **Concluding Discussion**
 ** Essays due at beginning of class **

Political Science 4426G/9723B
Genocide

ESSAY TOPICS

Topic I: *Case Study of a Genocide*

This topic asks you to focus on a specific case of genocide. Working from a particular definition of genocide, your task is to select a particular genocide/genocidal massacre/genocidal act/ethnic cleansing and to provide an examination of that case. (You may not write an essay based on the same topic on which you make your oral presentation during the term.) The paper, however, must not be purely descriptive. It must provide analysis about the case. Your analysis should include a brief history of the development of the situation which led to the acts of genocide (no more than 1 pp.), and should attempt to define the type of genocide that took place, based upon the definitions and reasoning provided in the course readings and elsewhere, and a look at the social-cultural and other factors which were present.

Topic 2: *Institutions dealing with Genocide*

Rather than focus on a particular case, this topic asks you to focus on an institution or process that deals with genocide/genocidal massacre/genocidal act/ethnic cleansing. This institution may be either national, regional, or international in scope, and may be either an historical or current institution. Your task is to focus upon one specific institution established specifically to deal with the crime of genocide. Your analysis should include a brief history of the development of the particular institution, and also its mandate. Does the institution you have chosen seem to have been successful in fulfilling its objectives? Has it produced any tangible successes?

Topic 3: *Legal Constructions dealing with Genocide*

This topic considers neither a particular case nor a particular institution. Rather, you are asked to focus upon a specific law or legal norm that has developed to deal with crimes of genocide/genocidal massacre/genocidal act/ethnic cleansing. You may choose to look at either a current legal construction, or one that has existed within the past two hundred years. Once you have identified the particular law, set of laws, or legal debates, is to look at an instance in which they have been used. Your analysis should include an historical account of the actions that led to its establishment, as well as an examination of the manner in which the international community views and uses this legal construction.

STUDENT PARTICIPATION

Participation Grading Guide

Grade	Attendance	Discussion	Reading
14-15	Always	<u>Excellent</u> : leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions	Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion
10-13	Almost always	<u>Very Good</u> : thoughtful comments and questions for the most part; willing, able and frequent contributor	Has done most readings; provides competent analysis of reading when prompted by others
6-9	Frequent	<u>Good</u> : has basic grasp of key concepts and occasional ideas on the main theme of the reading; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions	Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material
3-5	Occasional	<u>Somewhat Poor</u> : remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to discussion of the main theme; often digresses in unhelpful ways; sporadic	Actual knowledge of material is outweighed by improvised comments and remarks
0-2	Rare	<u>Poor</u> : rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material

ESSAYS
Grading Grid

Argument	
Organization of the Essay	
Quality of evidence	
Communication Skills	
Use of quotations, footnotes or endnotes	
Creativity	
Other Comments	
Grade	