

**Political Science 9723A  
Genocide**

Winter 2012

Wed. 1:30-3:30

Location: SSC 4255

Office Hours: Wednesdays 10:30-12:00

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:**

Hinton, Alexander Laban, ed. *Genocide: An Anthropological Reader*. Oxford: Blackwell Publishers, 2002.

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

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

**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

## Grade Distribution:

### Undergraduate Students:

In-Class Essay (Oct.17)	20%
Essay, due Nov.21 (12-15 pp.)	40%
Seminar Presentation	20%
Seminar Participation	20%

### Graduate Students:

Essay, due Nov.21 (20-25 pp.)	60%
Seminar Presentation	20%
Seminar Participation	20%

### In-Class Essay

On October 17, undergraduate students will write an in-class essay, from a selection of questions determined in advance, 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.**

### Essay

Undergraduate students will be required to write one term essay of 12-15 typed, double-spaced pages, or between 3000-3750 words; **graduate students will be required to write one term essay of 20-25 typed, double-spaced pages, or between 5000-6250 words.**

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. The paper must be submitted at the beginning of class on November 21.

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 November 21.**

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

### 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" 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/handbook/appeals/scholoff.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 4100 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](mailto:dbwref@lib.uwo.ca), or on the web at <http://www.lib.uwo.ca/weldon>.

## **Writing Style:**

### **Essays must be formatted using Chicago/Turabian style, with 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>.

## Course Outline by Topic:

\* all readings noted in red denote additional readings to be read by graduate students that will not be read by undergraduate students

- September 12            **Introduction**
- September 19            **Conceptual Foundations of Genocide I**  
Hinton ch. Intro, 1,2
- September 26            **Conceptual Foundations of Genocide II**  
Hinton ch. 3,4; Naimark pp.1-11  
Thomas G. Weiss, "Halting Genocide: Rhetoric versus Reality," *Genocide Studies and Prevention* 2.1 (April 2007): 7-30.
- October 03                **Armenians**  
Totten, Parsons ch.4; Naimark ch.1  
*Genocide Studies and Prevention* 1.2 (Sept. 2006): read all of special issue on Armenian genocide
- October 10                **Nazi Germany**  
Totten, Parsons ch. 6; Hinton 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.
- October 17                \*\* In-Class Essay \*\*
- October 24                **Soviet Union**  
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.
- November 02              **Cambodia**  
Totten, Parsons ch. 9; Hinton ch. 12  
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.

- November 07      **Former Yugoslavia, Post-World War II**  
 Totten, Parsons ch. 14; Hinton ch. 10,11; 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.
- November 14      **Rwanda**  
 Totten, Parsons ch.13  
 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.
- November 21      **Darfur**  
 Totten, Parsons ch. 15  
 ALSO Gerald Caplan, "What Darfur Teaches Us about the Lessons Learned from Rwanda," 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.1. *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.*  
 \*\* Essays due at beginning of class \*\*
- November 30      **Learning to Care About Humanity**  
 Totten, Parsons Introduction
- December 07      **Concluding Discussion**

**Political Science 4426F/9723A**  
**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. Your analysis should include a brief history of the development of the situation which led to the acts of genocide, along with attempting to define the type of genocide which 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*

This topic focuses, rather than on a particular case, on a body or process that deals with genocide/genocidal massacre/genocidal act/ethnic cleansing. This body may be either national or international in scope, and either an historical or current institution. Your task is to focus upon one specific organization established specifically to deal with the crime of genocide. Your analysis should include a brief history of the development of the particular body or agency, 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 legal construction that has been established 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 which has existed within the past two hundred years. Your task, 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 which 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
5	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
4	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
3	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
2	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
0-1	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	

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**(Graduate) Statement of Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_grad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf)