

## Political Science 4426F/9723A – 001

### Genocide

Fall 2013 Instructor: Laura Reidel  
Wed: 1:30 - 3:30pm Office Location:  
Location: SSC 4255 Telephone:  
Office Hours: Email: lreidel@uwo.ca

#### **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.” 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:**

Jones, Adam. 2011. *Genocide: A Comprehensive Introduction*. Second Edition. New York: Routledge.

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

#### **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 Graduate*

Seminar Participation 20 Seminar Participation 20

Seminar Presentation 20 Seminar Presentation 20

In-class essay 20 Final Essay, due Dec. 1 60

Final Essay, due Dec. 1 40

## **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.

## **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 or 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.

## **In-class essay**

On October 23, 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.

## **Final 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, student the bottom of the essay. The topic of the paper may be selected from the list of topics provided below. The paper must provide an evidence based argument based on at least five academic sources (above and beyond those articles discussed in class). The paper must be submitted **at the beginning of class on December 1st.**

**A late penalty of 10% per day will be applied to papers submitted at any point after the start of class on December 1st.**

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

**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 APA style, with in-text citations. Please consult this website, <http://www.lib.uwo.ca/files/styleguides/APA.pdf>, or visit the writing support centre for assistance. Page numbers must be included when citing specific passages or quotes from sources.

## **Course outline by topic**

September 11 **Introduction**

September 18 **Conceptual foundations of genocide**

-Convention on the Prevention of the Crime of Genocide

(<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CrimeOfGenocide.aspx>)

-Jones, Ch. 1

-Scheffer, David. (2006). Genocide and Atrocity Crimes. *Genocide Studies and Prevention* 1(3): 229-250.

-Lemkin, Raphael. (1947). Genocide as a Crime under International Law. *American Journal of International Law* 41(1): 145-151.

-The 8 stages of Genocide (<http://www.genocidewatch.org/genocide/8stagesofgenocide.html>)

September 25 **Indigenous Peoples and Armenians**

-Jones, Ch. 3 & 4

-Totten & Parsons, Ch. 6

**Grads:**

-Balakian, Peter. (2013). Raphael Lemkin, Cultural Destruction, and the Armenian Genocide. *Holocaust and Genocide Studies* 27(1): 57-89.

October 2 **Nazi Germany**

-Jones, Ch. 6

-Totten & Parsons, Ch. 6

**Grads:**

-Travis, Hannibal. (2012). On the Original Understanding of the Crime of Genocide. *Genocide Studies and Prevention* 7(1): 30-55).

October 9 **The Soviet Union and Cambodia**

**One of:**

-Jones, Ch. 7

-Totten & Parsons, Ch. 9

**And, one of:**

-Jones Ch. 5

-Totten & Parsons, Ch. 5

**Grads:**

-Bilinsky, Yaroslav. (1999). Was the Ukrainian Famine of 1932-1933 Genocide? *Journal of Genocide Research* 1(2): 145-156.

October 16 **Rwanda**

- Jones, Ch. 9

-Totten & Parsons, Ch. 13

**Grads:**

-Kuperman, Alan J. Provoking Genocide: A Revised History of the Rwandan Patriotic Front. *Journal of Genocide Research* 6(1): 61-84.

October 23 **In-class essay**

October 30 **Former Yugoslavia**

-Jones, Ch. 8

-Totten & Parsons, Ch. 14

**Grads:**

- Lieberman, Ben. (2006). Nationalist narratives, violence between neighbours and ethnic cleansing in Bosnia-Herzegovina: a case of cognitive dissonance? *Journal of Genocide Research* 8(3): 295-309.

November 6 **Sudan**

-Totten & Parsons, Ch. 15 (60)

OR

-Totten & Parsons, Ch. 12 (25)

**Grads:**

-Straus, Scott. (2006). Rwanda and Darfur: A Comparative Analysis. *Genocide Studies and Prevention* 1(1): 41-56.

November 13 **Political Science and "Gendercide"**

-Jones Ch. 12-13

-Fein, Helen. (1999). Genocide and Gender: the Uses of Women and Group Destiny *Journal of Genocide Research* 1(1): 43-63.

**Grads:**

-Chakravarty, Anuradha. (2007). Interethnic Marriages, the Survival of Women, and the Logics of Genocide in Rwanda. *Genocide Studies and Prevention* 2(3): 235-248.

November 20 **Psychological, Sociological and Anthropological perspectives**

-Jones Ch 10-11

-Haagensen, Lisa and Marinix Croes. (2012). Thy Brother's Keeper?: The Relationship Between Social Distance and Intensity of Dehumanization During Genocide. *Genocide Studies and Prevention* 7(2-3): 223-250.

**Grads:**

-Cushman, Thomas. (2003). Is Genocide Preventable? Some Theoretical Considerations. *Journal of Genocide Research* 5(4): 523-542.

November 27 **Responding to genocide**

-Jones Ch. 14, 16

-Totten, Samuel and Paul R. Bartrop. (2004). The United Nations and Genocide: Prevention, Intervention, and Prosecution. *Human Rights Review* 5(4): 8-31.

**Grads:**

-King, Elizabeth. (2010). Memory Controversies in Post-Genocide Rwanda: Implications for Peacebuilding. *Genocide Studies and Prevention* 5(3): 293-309.

December 1 **Concluding discussion**

-final essays due at beginning of class

## **ESSAY TOPICS**

### **Topic 1: 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: Social Science perspectives on genocide**

This topic asks you to focus on a theory or argument made by a social scientist about genocide. Students must select one article from those discussed in class and conduct an evidence-based critical analysis of the author's theory or argument. The paper should draw upon other scholarly sources to analyze this article, and use evidence from some of the case studies discussed in class to assess the value of the argument it makes.

## Student Participation

Participation Grading Guide Grade	Attendance	Discussion	Reading
5	Always	Excellent: 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	Very Good: 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	Good: 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	Somewhat Poor: 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	Poor: rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material



**Academic Offences (Graduate Students)**

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)