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:

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, students must select the topic of the paper 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:

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/ssl/

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.

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
- 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:

October 2 Nazi Gemany
- Jones, Ch. 6
- Totten & Parsons, Ch. 6

Grads:

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:
October 16 **Rwanda**
- Jones, Ch. 9
- Totten & Parsons, Ch. 13

**Grads:**

October 23 **In-class essay**

October 30 **Former Yugoslavia**
- Jones, Ch. 8
- Totten & Parsons, Ch. 14

**Grads:**

November 6 **Sudan**
- Totten & Parsons, Ch. 15 (60)
OR
- Totten & Parsons, Ch. 12 (25)

**Grads:**

November 13 **Political Science and “Gendercide”**
- Jones Ch. 12-13

**Grads:**

November 20 **Psychological, Sociological and Anthropological perspectives**
- Jones Ch 10-11
Grads:

November 27 **Responding to genocide**
- Jones Ch. 14, 16

Grads:

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.
<table>
<thead>
<tr>
<th>Attendance</th>
<th>Discussion</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Always</td>
<td>Excellent: leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions</td>
</tr>
<tr>
<td>4</td>
<td>Almost always</td>
<td>Very Good: thoughtful comments and questions for the most part; willing, able and frequent contributor</td>
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<tr>
<td>3</td>
<td>Frequent</td>
<td>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</td>
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<tr>
<td>2</td>
<td>Occasional</td>
<td>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</td>
</tr>
<tr>
<td>0-1</td>
<td>Rare</td>
<td>Poor: rarely speaks; parrots text or comments of others</td>
</tr>
</tbody>
</table>
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