Political Science 9723A
Genocide

Fall 2019
Instructor: Joanna R. Quinn
Thursdays 1:30-3:30
Location: SSC 4255
Office Location: SSC 4158
Office Hours: Wednesdays 10:00-11:00
Contact: jquinn2@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.” 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:

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

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

Attendance

In a seminar, it is especially important for students to attend class. Failure to attend class will have a detrimental effect on a student’s participation grade, for example, since students cannot participate if they are not present in class. Absence also affects a student’s understanding of the material, which affects the student’s performance on essays and other assignments.
Non-medical and Medical accommodation

Western University requires documentation from the medical community for students who require academic accommodation due to medical illness. Students are required to have their physician or health care provider fill out the Student Medical Certificate. Medical certificates will only be considered for students seriously affected by illness, who can not reasonably be expected to meet his/her academic responsibilities. Medical certificates may NOT be issued for minor illness like colds, non-acute vomiting or diarrhea, menstrual cramps, insomnia or for past illnesses.

If the requested accommodation is related to a death in the family, please see your Academic Counsellor directly.

If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted by the student directly to the appropriate Faculty Dean’s office and not to the instructor. It will be the Dean’s office that will determine if accommodation is warranted.

For further information, please see the Policy on Accommodation for Medical Illness at https://studentservices.uwo.ca/secure/index.cfm.

Grade Distribution:

<table>
<thead>
<tr>
<th>Undergraduate Students:</th>
<th>Graduate Students:</th>
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<tbody>
<tr>
<td>In-Class Essay (October 10)</td>
<td>In-Class Assignment (November 21) 10%</td>
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<tr>
<td>In-Class Assignment (November 21)</td>
<td>Essay, 20-25 pp. (December 05) 60%</td>
</tr>
<tr>
<td>Essay, 12-15 pp. (December 05)</td>
<td>Seminar Presentation 15%</td>
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<tr>
<td>Seminar Presentation 15%</td>
<td>Seminar Participation 15%</td>
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<td>Seminar Participation 15%</td>
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In-Class Essay

On October 10, 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 November 21, 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 December 05. 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 December 05. 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 December 05.

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.
Turnitin

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

Completion of All Requirements

The Dean’s office has laid out the following rules regarding the completion of all assignments:
- Students who fail to attend a minimum of fifty per cent of the total number of classes, without supporting medical documentation or justifiable and documented extenuating circumstances, can be barred from writing the final exam.
- Students who fail to complete all evaluation components of the course, including tutorials, without supporting medical documentation or justifiable and documented extenuating circumstances will be disqualified from appealing the course's final grade.

Etiquette

Discussion and debate is an important component of this course. However, at times, we will be dealing with sensitive and controversial topics. Therefore, our interactions in each forum must be guided by an ethic of respect. Uncivil, disrespectful, abusive or other inappropriate behaviour will not be tolerated. This includes the respectful use of electronics, as detailed below.

Electronics

Electronics are increasingly an important component of the learning process.
- Computers/laptops/netbooks (and similar technologies) may not be used during the class, unless specifically permitted. Seminars are designed to promote active engagement and participation.
- All cellphones (and similar technologies) must be turned off, or set to silent ‘vibration’ mode during the duration of the class. The instructor reserves the right to ensure that you are not text-messaging, surfing the internet, or distracting any students; spot-checks will be conducted during class time.
- No digital taping (either voice or image) of the class is allowed.
- Disruptive behavior will be dealt with on a case-by-case basis and may result in the suspension of laptop privileges.
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. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. You are advised to familiarize yourself with the guidelines set out in the Academic Handbook, Rights and Responsibilities, Scholastic Discipline - Undergrad.

Students are also advised to utilize the Library’s tools on plagiarism:
http://www.lib.uwo.ca/tutorials/plagiarism/index.html

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 them to accommodate that student. The Centre for Student Development is located in UCC Suite 210; they can be reached by telephone at (519)661-2147, by email at ssc@sdca.uwo.ca, or on the web at http://www.sdc.uwo.ca/ssd/

Mental/Emotional Distress

Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

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 UCC Suite 210; they can be reached by telephone at (519)661-2147, by email at exams@sdca.uwo.ca, 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:

September 05  Introduction

September 12  Historical Foundations of Genocide
- Jones ch. 1
- UN Genocide Convention
- Raphael Lemkin, Axis Rule in Occupied Europe: Laws of Occupation - Analysis of
  International Peace, 1944), 79-95.
  Available from http://www.preventgenocide.org/lemkin/AxisRule1944-1.htm
*** Please read Section I, II and III. ***

September 19  Conceptual Foundations of Genocide
- Jones ch. 10, 11
- Naimark pp.1-11
- Thomas G. Weiss, “Halting Genocide: Rhetoric versus Reality,” Genocide Studies and

September 26  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

October 03  Nazi Germany
- Jones ch. 6
- Totten, Parsons ch. 6
- Naimark ch. 2
  - Mark P. Mostert, “Useless Eaters: Disability as Genocidal Marker in Nazi Germany,”

October 10  Soviet Union
- Jones ch. 5
- Totten, Parsons ch. 5
- Naimark ch. 3
  - Yaroslav Bilinsky, “Was the Ukrainian famine of 1932–1933 genocide?” Journal of

** Undergraduates write in-class essay in second half of class; graduate student study time **
October 17  **Cambodia**  
- Jones ch. 7  
- Totten, Parsons ch. 9  

October 24  **Former Yugoslavia, Post-World War II**  
- Jones ch. 8  
- Totten, Parsons ch. 14  
- Naimark ch. 5  

October 31  **Rwanda**  
- Jones ch. 9  
- Totten, Parsons ch. 13  

November 07  **Fall Reading Week—no class!**

November 14  **Canada**  

November 21 ** In-class assignment: Rohingya advocacy **

November 28 Learning to Care About Humanity
- Jones 16
- Totten, Parsons Introduction

December 05 Concluding Discussion
** 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. 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Attendance</th>
<th>Discussion</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>Always</td>
<td><strong>Excellent</strong>: leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions</td>
<td>Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion</td>
</tr>
<tr>
<td>10-13</td>
<td>Almost always</td>
<td><strong>Very Good</strong>: thoughtful comments and questions for the most part; willing, able and frequent contributor</td>
<td>Has done most readings; provides competent analysis of reading when prompted by others</td>
</tr>
<tr>
<td>6-9</td>
<td>Frequent</td>
<td><strong>Good</strong>: 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>
<td>Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material</td>
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<tr>
<td>3-5</td>
<td>Occasional</td>
<td><strong>Somewhat Poor</strong>: 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>
<td>Actual knowledge of material is outweighed by improvised comments and remarks</td>
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<tr>
<td>0-2</td>
<td>Rare</td>
<td><strong>Poor</strong>: rarely speaks; parrots text or comments of others</td>
<td>Little or no apparent familiarity with assigned material</td>
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ESSAYS

Grading Grid

<table>
<thead>
<tr>
<th>Argument</th>
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<tbody>
<tr>
<td>Organization of the Essay</td>
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<tr>
<td>Quality of evidence</td>
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<tr>
<td>Communication Skills</td>
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<td>Use of quotations, footnotes or endnotes</td>
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<tr>
<td>Creativity</td>
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<tr>
<td>Other Comments</td>
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<tr>
<td>Grade</td>
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