

**THE UNIVERSITY OF WESTERN ONTARIO  
DEPARTMENT OF HISTORY**

**HIS 9831A**

***'Killing Fields': A Global History of Mass Violence***

Fall Term 2015: Monday 9:30 – 11:30  
Room: Lawson 2270C

Professor Frank Schumacher



*The Holocaust Memorial in Berlin.* Photograph by Sean Gallup/Getty Images,  
May 2005, online: <http://www.life.com/image/52803774>

## **1. Contact Details**

Office: Lawson Hall, Room 2235  
 Phone: 519-661-2111 ext 84987  
 Office Hours: Mondays 1:00-2:00, Fridays 1:00-2:00 or by appointment  
 E-Mail: [fschuma@uwo.ca](mailto:fschuma@uwo.ca)

## **2. Course Description**

This seminar comprehensively explores the causes, cases, contours, and consequences of mass violence in modern history. It examines forms of collective destructiveness against non-combatants due to political, social, religious, and cultural causes. The course draws on theoretical perspectives from a number of disciplines such as anthropology, history, sociology, law, political science, social psychology, and philosophy to develop a coherent analytical matrix for understanding mass violence.

We will discuss conceptual frameworks and apply to them a number of cases studies, including the Armenian genocide, the Holocaust, and genocides in Cambodia and Rwanda. We will explore the sources and dynamics of mass violence, study victims and perpetrators, analyze the role of gender, examine, rescue, resistance, intervention and prevention, and discuss the multiple functions of social memory to post-conflict justice.

## **3. Readings**

### **a) Required**

AKCAM, Taner, *The Young Turks' Crime against Humanity: the Armenian Genocide and Ethnic Cleansing in the Ottoman Empire* (Princeton, NJ: Princeton University Press, 2013, paperback version)

BLOXHAM, Donald, A. Dirk Moses (eds.), *The Oxford Handbook of Genocide Studies* (Oxford: Oxford University Press, 2011 paperback edition).

BLOXHAM, Donald, *The Final Solution: A Genocide* (Oxford: Oxford University Press, 2009).

HATZFELD, Jean, *Machete Season. The Killers in Rwanda Speak* (New York: Picador, 2003).

JONES, Adam, *Genocide. A Comprehensive Introduction. Second Edition* (London: Routledge, 2011).

LOWER, Wendy, *Hitler's Furies: German Women in the Nazi-Killing Fields* (New York: Houghton Mifflin Hartcourt, 2013).

## b) Course Readings

All journal articles are available in digital format through Weldon's databases; most edited volumes and monographs are on course reserve at Weldon Library.

## c) Further Reading and Quick Orientation

- ALVAREZ, Alex, *Genocidal Crimes* (New York: Routledge, 2010).  
 CHARNY, Israel W. (ed.), *Encyclopedia of Genocide* (Santa Barbara, CA: ABC-Clio, 1999).  
 JONES, Adam (ed.), *New Directions in Genocide Research* (New York: Routledge, 2011).  
 MOSES, Dirk A. (ed.), *Genocide. Critical Concepts in Historical Studies, 6 volumes* (New York: Routledge, 2010).  
 ONLINE ENCYCLOPEDIA OF MASS VIOLENCE, <http://www.massviolence.org/>  
 SHELTON, Dina L. (ed.), *Encyclopedia of Genocide and Crimes against Humanity* (Detroit: Macmillan Reference, 2005).  
 TOTTEN, Samuel, Paul A. Bartrop (eds.), *Dictionary of Genocide* (Westport, CT: Greenwood Press, 2007).

## **4. Evaluation**

The final grade for this course is based on the accumulated results of one co-moderation, a research paper, and your participation.

Research Paper:	50%
Co-moderation:	25%
Participation:	25%

### 1. Research Paper

Your research essay will be based on primary sources. The paper should be 20-25pp in length and conform to scholarly conventions. It should contain citations and a research bibliography. Detail will be discussed in the seminar. The paper is due on the last day of class.

### 2. Co-Moderation

You will serve as co-moderator for one seminar session. This assignment requires a thorough understanding of your week's required and recommended readings. For this role you will need to prepare a handout for the seminar which includes key themes, summaries of the reading, a bibliography, and key terms. You will also develop an outline with a set of questions to structure the seminar discussion.

### 3. Participation

Your informed participation in the seminar is key to a successful course. This is a reading intensive class and you are expected to complete all the readings, come prepared to class, complete assignments on time, and actively participate in our discussions.

## **5. Seminar Schedule**

### **Part One – Concepts and Perspectives**

**September 14**                                    **“A Never-Ending Nightmare: Mass Violence in Modern History – Course Introduction”**

**September 21**                                    **Concepts and Perspectives I**

#### Required Readings

GERLACH, Christian, “Extremely Violent Societies: An Alternative to the Concept of Genocide”, in: *Journal of Genocide Research* 8:4 (December 2006), 458-465.

JONES, Adam, *Genocide. A Comprehensive Introduction: Second Edition* (London: Routledge, 2011), chapter 1, 1-63.

KUEHNE, Thomas, “Colonialism and the Holocaust: Continuities, Causations, and Complexities”, in: *Journal of Genocide Research* 15:3 (September 2013), 339-362.

MOSES, A. Dirk, “Raphael Lemkin, Culture, and the Concept of Genocide”, in: Bloxham/Moses (eds.), *The Oxford Handbook of Genocide Studies*.

MOSES, Dirk A., “Genocide”, in: *Australian Humanities Review* 55 (2013): 23-44, at: [http://www.australianhumanitiesreview.org/archive/Issue-November-2013/AHR55\\_2\\_Moses.pdf](http://www.australianhumanitiesreview.org/archive/Issue-November-2013/AHR55_2_Moses.pdf)

WEISS-WENDT, Anton, “The State and Genocide”, in: Bloxham/Moses (eds.), *The Oxford Handbook of Genocide Studies*.

#### Recommended Readings

SCHALLER, Dominik J., Juergen Zimmerer (eds.), *The Origins of Genocide. Raphael Lemkin as a Historian of Mass Violence* (London: Routledge, 2009).

**September 28**                                    **Concepts and Perspectives II**

#### Required Readings

JONES, Adam, *Genocide*, chapters 10, 11, 12, pp. 381-463.

O'NEILL, Kevin Lewis, "Anthropology and Genocide", in: Bloxham/Moses (eds.), *The Oxford Handbook of Genocide Studies*.

ROTH, Paul A., "Social Psychology and Genocide", in: Bloxham/Moses (eds.), *The Oxford Handbook of Genocide Studies*.

SCHABAS, William A., "The Law and Genocide", in: Bloxham/Moses (eds.), *The Oxford Handbook of Genocide Studies*.

SHAW, Martin, "Sociology and Genocide", in: Bloxham/Moses (eds.), *The Oxford Handbook of Genocide Studies*.

SHUSTER, Martin, "Philosophy and Genocide", in: Bloxham/Moses (eds.), *The Oxford Handbook of Genocide Studies*.

STRAUS, Scott, "Political Science and Genocide", in: Bloxham/Moses (eds.), *The Oxford Handbook of Genocide Studies*.

## Part Two – Case Studies

### October 5                      Case Study I: The Ottoman Empire

#### Required Readings

AKCAM, Taner, *The Young Turks' Crime against Humanity: the Armenian Genocide and Ethnic Cleansing in the Ottoman Empire* (Princeton, NJ: Princeton University Press, 2013, paperback version)

JONES, Adam, *Genocide*, chapter 4, 149-187.

#### Required Readings

SUNY, Ronald Grigor, "Explaining Genocide: The Fate of the Armenians in the Late Ottoman Empire", in: Richard Bessel, Claudia B. Haake (eds.), *Removing Peoples. Forced Removal in the Modern World* (Oxford: Oxford University Press, 2009), 209-254.

### October 19                      Case Study II: The Shoa

#### Required Readings

BLOXHAM, Donald, *The Final Solution: A Genocide* (Oxford: Oxford University Press, 2009).

#### Recommended Readings

BAUER, Yehuda, *Rethinking the Holocaust* (New Haven, CT: Yale University Press, 2001), 1-118.

MATTHAEUS, Juergen, Martin Shaw, Omer Bartov, Doris Bergen, Donald Bloxham, “Review Forum: Bloxham, The Final Solution”, in: *Journal of Genocide Research* 13:1-2 (March/June 2011), 107-152.

## October 26                      Case Study III: From Cambodia to Rwanda

### Required Readings

CAMBODIAN Genocide Program, Yale University. Please explore this website, in particular the section “Resources”, at: <http://www.yale.edu/cgp/index.html>

JONES, Adam, *Genocide*, chapters 7 + 9, 283-316; 346-380.

### Recommended Readings

DALLAIRE, Romeo, *Shake Hands with the Devil* (Toronto: Vintage Canada, 2003).

KIERNAN, Ben, *Blood and Soil: A World History of Genocide and Extermination from Sparta to Dafur* (New Haven, CT: Yale University Press, 2009), 539-569.

SHORT, Philip, *Pol Pot: Anatomy of a Nightmare* (New York: Henry Holt and Company, 2004), 215-265.

## Part Three – Contours

## November 2                      Contours I: Perpetrators

### Required Readings

ARENDDT, Hannah, *Eichmann in Jerusalem: A Report on the Banality of Evil* (New York: Penguin Books), 135-150.

AUSCHWITZ through the Lens of the SS: Photos of Nazi Leadership at the Camp, U.S. Holocaust Memorial Museum. Please explore this album and watch the short documentary, online at: <http://www.ushmm.org/museum/exhibit/online/ssalbum/>

BROWNING, Christopher R., *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: Harper Collins, 1992), preface, 55-71 and 159-189.

HATZFELD, Jean, *Machete Season: the Killers in Rwanda Speak* (New York: Farrar, Straus and Giroux, 2005).

### Recommended Readings

CLARK, Janine Natalya, “Genocide, War Crimes and the Conflict in Bosnia: Understanding the Perpetrators”, in: *Journal of Genocide Research* 11:4 (2009), 421-445.

LOYLE, Cyanne E., “Why Men Participate: A Review of Perpetrator Research on the Rwandan Genocide”, in: *Journal of African Conflicts and Peace Studies* 1:2 (September 2009), 26-42.

## **November 9                   Contours II: Victims**

### Required Readings

DADRAN, Vahakn N., “Children as Victims of Genocide: the Armenian Case”, in: *Journal of Genocide Research* 5:3 (September 2003), 421-437.

HATZFELD, Jean, *Life Laid Bare: The Survivors in Rwanda Speak* (New York: Other Press, 2006), 3-29 and 59-73.

MARLOWE, Jen, Aisha Bain, Adam Shapiro, *Dafur Diaries: Stories of Survival* (New York: Nation Books, 2006), 30-58 and 74-100.

THE Auschwitz Album, Yad Vashem. Please explore this album. Go to the multimedia section first, then read the introduction and view the album, online at: [http://www1.yadvashem.org/exhibitions/album\\_auschwitz/index.html](http://www1.yadvashem.org/exhibitions/album_auschwitz/index.html)

TOTTEN, Samuel, “The Darfur Genocide: The Mass Rape of Black African Girls and Women”, in: Samuel Totten (ed.), *Plight and Fate of Women during and following Genocide* (New Brunswick: Transaction Publishers, 2009), 133-167.

### Recommended Readings

HATZFELD, Jean, *Life Laid Bare: The Survivors in Rwanda Speak* (New York: Other Press, 2006), 133-148 and 207-235.

MARLOWE, Jen, Aisha Bain, Adam Shapiro, *Dafur Diaries: Stories of Survival* (New York: Nation Books, 2006), 79-86 and 149-151.

RURANGWA, Reverien, *Genocide: My Stolen Rwanda* (London: Reportage Press, 2009), 27-78 and 102-131.

## **November 16                   Contours III: Gender**

### Required Readings

JOEDEN-FORGEY, Elisa von, “Gender and Genocide”, in: Bloxham/Moses (eds.), *The Oxford Handbook of Genocide Studies*.

JONES, Adam, *Genocide*, chapter 13, 464-498.

LOWER, Wendy, *Hitler’s Furies: German Women in the Nazi-Killing Fields* (New York: Houghton Mifflin Hartcourt, 2013).

### Recommended Readings

BJORNLUND, Matthias, “A Fate Worse than Dying’: Sexual Violence during the Armenian Genocide”, in: Dagmar Herzog (ed.), *Brutality and Desire: War and Sexuality in Europe’s Twentieth Century* (New York: Palgrave Macmillan, 2009), 16-58.

JONES, Adam (ed.), *Gendercide and Genocide* (Nashville, TN: Vanderbilt University Press, 2004).

## **Part Three - Consequences**

### **November 23                      Consequences I: Rescue and Resistance**

#### Required Readings

FUJII, Lee Ann, “Rescuers and Killer-Rescuers during the Rwandan Genocide: Rethinking Standard Categories of Analysis”, in: Jacques Semelin, Claire Andrieu, Sarah Gensburger (eds.), *Resisting Genocide. The Multiple Forms of Rescue* (New York: Columbia University Press, 2011), 145-158.

SEMELIN, Jacques, “Introduction: From Help to Rescue”, in: Jacques Semelin, Claire Andrieu, Sarah Gensburger (eds.), *Resisting Genocide. The Multiple Forms of Rescue* (New York: Columbia University Press, 2011), 1-14.

TEC, Nechama, “Who Dared to Rescue Jews and Why?” in: Jacques Semelin, Claire Andrieu, Sarah Gensburger (eds.), *Resisting Genocide. The Multiple Forms of Rescue* (New York: Columbia University Press, 2011), 101-112.

TEVOSYAN, Hasmik, “Rescue Practices during the Armenian Genocide”, in: Jacques Semelin, Claire Andrieu, Sarah Gensburger (eds.), *Resisting Genocide. The Multiple Forms of Rescue* (New York: Columbia University Press, 2011), 163-182.

### **November 30                      Consequences II: Social Memory, Education, and Justice**

#### Required Readings

BLOXHAM, Donald, Devin O. Pendas, “Punishment as Prevention? The Politics of Prosecuting *Genocidaires*”, in: Bloxham/Moses (eds.), *The Oxford Handbook of Genocide Studies*.

JONES, Adam, *Genocide*, chapters 14 + 15, 501-566.

MOSES, Dirk A., “Genocide and the Terror of History”, in: *parallax* 17:4 (2011), 90-108.



MOSES, Dirk A., “The Canadian Museum for Human Rights: The ‘Uniqueness of the Holocaust’ and the Question of Genocide”, in: *Journal of Genocide Research* 14:2 (May 2012), 215-238.

### Recommended Readings

MOSES, Dirk A., “Does the Holocaust Reveal or Conceal Other Genocides? The Canadian Museum for Human Rights and Grievable Suffering”, in: Alexander Laban Hinton, Thomas La Pointe, Douglas Irvin-Erickson, *Hidden Genocides. Power, Knowledge, Memory* (New Brunswick, NJ: Rutgers University Press, 2014, 21-51).

SCHLUND-VIALS, Cathy J., “A Transnational Hip Hop Nation: praCh, Cambodia, and Memorialising the Killing Fields”, *Life Writing* 5:1 (April 2008), 11-27.

SMITH, Adam M., *After Genocide: Bringing the Devil to Justice* (Amherst, NY: Prometheus Books, 2009).

ZUCKER, Eve Monique, “Matters of Morality: The Case of a Former Khmer Rouge Village Chief”, in: *Anthropology and Humanism* 34:1 (2009), 31-40.

## **December 7                      Consequences III: Intervention and Prevention**

### **-Research Paper Due-**

### Required Readings

BELLAMY, Alex J., “Military Intervention”, in: Bloxham/Moses (eds.), *The Oxford Handbook of Genocide Studies*.

CUSHMAN, Thomas, “Is Genocide Preventable? Some Theoretical Considerations”, in: *Journal of Genocide Research* 5:4 (December 2003), 523-542.

GOLDSMITH, Katherine, “The Issue of Intent in the Genocide Convention and Its Effect on the Prevention and Punishment of the Crime of Genocide: Toward a Knowledge-Based Approach”, in: *Genocide Studies and Prevention* 5:3 (Winter 2010): 238-257.

HANKEL, Gerd, “The United Nations, the Cold War, and its Legacy”, in: Bloxham/Moses (eds.), *The Oxford Handbook of Genocide Studies*.

LEVENE, Mark, “From Past to Future: Prospects for Genocide and its Avoidance in the Twenty-First Century”, in: Bloxham/Moses (eds.), *The Oxford Handbook of Genocide Studies*.

**Please Note:**

“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)

“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>).”

**Graduate Course Health and Wellness Insert for Graduate Course Outlines**

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western’s Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>. Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at [http://www.health.uwo.ca/mental\\_health/resources.html](http://www.health.uwo.ca/mental_health/resources.html)

To help you learn more about mental health, Western has developed an interactive mental health learning module found at: [http://www.health.uwo.ca/mental\\_health/module.html](http://www.health.uwo.ca/mental_health/module.html). This module is 30 minutes in length and provides participants with a basic understanding of mental health issues and of available campus and community resources. Topics include stress, anxiety, depression, suicide and eating disorders. After successful completion of the module, participants receive a certificate confirming their participation.

## ADDITIONAL STATEMENTS

### **Prerequisites and Antirequisites:**

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

### **Academic Offences:**

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

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

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 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>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and

indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

## **Medical Issues:**

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to [https://studentservices.uwo.ca/secure/medical\\_accommodations\\_link\\_for\\_OOR.pdf](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. This site provides links to the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

### **SUPPORT SERVICES:**

Students who are in emotional/mental distress should refer to [Mental Health@Western](mailto:MentalHealth@Western), <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

*Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.*

If you have any further questions or concerns please contact, Morgan Sheriff, Undergraduate Program Advisor, Department of History, 519-661-2111 x84999 or [msherif5@uwo.ca](mailto:msherif5@uwo.ca)