THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF HISTORY

HIS 9831A

‘Killing Fields’: A Global History of Mass Violence

Fall Term 2014: Wednesday 9:30 – 11:30
Room: Lawson 2270C

Professor Frank Schumacher

1. Contact Details

Office: Lawson Hall, Room 2235
Phone: 519-661-2111 ext 84987
Office Hours: Wednesday, 2:00-3:00 or by appointment
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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 (available at UWO Bookstore)


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


4. Evaluation

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

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Research Paper</td>
<td>50%</td>
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<tr>
<td>Co-moderation</td>
<td>25%</td>
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<tr>
<td>Participation</td>
<td>25%</td>
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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 10  “A Never-Ending Nightmare: Mass Violence in Modern History – Course Introduction”

September 17  Introduction to Research Resources at Weldon Library

Elisabeth Mantz, Department Head Archives, Services, and Collection and Subject Librarian for History, Reference, and Microforms at Weldon Library
Meet in Main Lobby of Weldon at the Entrance

September 24  Concepts and Perspectives I

Required Readings


Recommended Readings


October 1  Concepts and Perspectives II

Required Readings

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


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**Part Two – Case Studies**

**October 8**  
**Case Study I: The Ottoman Empire**

**Required Readings**


**Required Readings**


**October 15**  
**Case Study II: The Shoa**

**Required Readings**


**Recommended Readings**

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

October 22 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.

Part Three – Contours

October 29 Contours I: Perpetrators

Required Readings

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/sslens/


Recommended Readings

**November 5  Contours II: Victims**

**Required Readings**


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)


**Recommended Readings**


**November 12  Contours III: Gender**

**Required Readings**


Recommended Readings


Part Three - Consequences

November 19  Consequences I: Rescue and Resistance

Required Readings


November 26  Consequences II: Social Memory, Education, and Justice

Required Readings


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


**Recommended Readings**


**December 3**

**Consequences III: Intervention and Prevention**

-Research Paper Due-

**Required Readings**


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

“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

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. 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.