THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF HISTORY

HIS 3722F
‘Killing Fields’: Genocide in Modern History

Fall Term 2016: Friday 10:30 – 12:30
Room: Stevenson Hall 3101

Professor Frank Schumacher

1. Contact Details

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Office Hours:  Friday, 1:30-3:00
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2. Course Description

An estimated 200 million people have been killed worldwide in genocides since the beginning of the 20th century. Despite many international efforts to contain this form of mass violence, genocides remain one of the most enduring challenges to humanity.

This seminar comprehensively explores the causes, cases, contours, and consequences of genocides in modern history. The course consists of four parts: during the first part we will examine the conceptual foundations of genocide studies by exploring the work of Raphael Lemkin (who coined the term). To understand the concept's evolution and its various interpretations we will also study the disciplinary perspectives and theoretical insights of anthropology, history, sociology, law, political science, social psychology, and philosophy.

The second part of the seminar is devoted to historical case studies. We will test some of the conceptual insights from the first part with historical specificity and explore the Armenian genocide, the Holocaust, and the genocides in Cambodia and Rwanda.

In the third part we will apply those historical insights to three of the most important research themes in genocide studies: perpetrators, victims, and gender.

The fourth part explores the consequences of genocides. We will examine the sparse and highly understudied evidence on rescue and resistance, explore the construction and contention of social memory, and study the role of education and justice. Finally, we will discuss the role of military interventions and current and past initiatives at genocide prevention.

3. Course Outcomes

Upon completion of the course students will be able to:

- Explain the causes, contours, and consequences of genocidal mass violence in modern history
- Assess and discuss the theoretical and methodological contributions of multiple social science disciplines to the study of genocide
Identify and engage the main arguments in the research literature on human mass violence

- Compare case studies to identify historical patterns and historical specificity
- Analyze and evaluate primary sources and place them in their historical context
- Connect present day issues to historical events and provide historical contextualization for current debates on human mass violence
- Strengthen skills of oral and written communication

4. Readings

a) Required


b) Recommended


c) Further Reading and Quick Orientation


**5. Evaluation**

The final grade for this course is based on the accumulated results of two written assignments, one presentation, and your participation.

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<tr>
<th>Component</th>
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<tr>
<td>Seminar Journal</td>
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<td>Research Paper</td>
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**1. Seminar Journal**

It is important to keep a record of what you read and what we talk about in class otherwise you'll quickly lose track of the substantial amount of information you will be gathering in this seminar.

Keep a seminar journal and critically evaluate all of your class readings every week. What do find convincing, what not, and why? Take notes of our weekly discussions and record the main issues. Keep track of your questions. Record any outside relevant insights you have gained on the topic outside the classroom through conversations, books, articles, trips, movies etc. Finally, discuss how your views on genocide evolve over the course of the seminar.

The final copy is due **December 2** at the beginning of class.

**2. Research Essay**

You are expected to write a research essay of approx. 15pp for this course on a topic mutually agreed upon. Papers will be double-spaced and printed in standard size font (i.e. Times New Roman 12pt) with standard margins. Please do not forget to spell-check your paper and number your pages. The essay is due **December 2** in class.

**3. Presentation**

You will serve as co-moderator for one seminar session. This assignment requires a thorough understanding of the presenter readings as well as the session's weekly class readings.
Your presentation should not exceed 20 minutes. It should link the presenter readings to the class readings and the overall theme of the week. Prepare a list of questions for further discussion. Handouts, A/V presentations, and other supplementary materials are highly recommended.

4. Participation

The success of the seminar depends on your completion of the assigned readings, your prepared attendance, and your active participation. Take notes on your readings and bring them to class. This will facilitate your participation and also help you with your weekly seminar journal assignment.

6. Seminar Schedule

Part One – Concepts and Perspectives

September 9  “A Never-Ending Nightmare: Genocide in Modern History – Course Introduction”

September 16  Concepts and Perspectives I

Class Readings


Presenter Readings

September 23  Concepts and Perspectives II

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

Presenter Readings


Part Two – Case Studies

September 30  Case Study I: The Ottoman Empire

Class Readings

Presenter Readings

**October 7  Self-Study and Research Unit**

This class is a self-study and research unit to give you the chance to review previously discussed material and to expand your understanding of the subject by reading some of the recommendations in the “further reading” sections according to your research interests.

You are also required to develop a four page outline for your research paper with the following sections: central question, explanation of relevance and context of research question, state of research on the topic, available primary sources, structure of the paper, method and theoretical framework, annotated bibliography of at least 10 books and articles relevant to your topic. **Bring your outline to class on October 14.**

**October 14  Case Study II: The Holocaust**

**Class Readings**


**Presenter Readings**


October 21  Introduction to Genocide Research Resources

Introduction to Genocide Research Resources at Weldon Library by Elisabeth Mantz, Research and Instructional Services Librarian History; we meet inside Weldon Library behind the main entrance.

November 4  Case Study III: From Cambodia to Rwanda

Class 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.

Presenter Readings Rwanda


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

Part Three – Contours

November 11  Contours I: Perpetrators

Class 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/ssaalbum/


Presenter Readings


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November 18 Contours II: Victims

Class 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)


Presenter Readings


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November 25 Contours III: Gender

Class Readings


JONES, Adam, “Gendercide and Genocide”, in: *Journal of Genocide Research* 2:2 (June 2000), 185-211.


**Presenter 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.


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**Part Three - Consequences**

**December 2 Consequences: Rescue, Memory, and Prevention**

**-Research Paper and Seminar Journal Due-**

**Class Readings**


**Presenter Readings**


The Dean has exempted this course from Senate regulation (2016 04) which reads: “At least one week prior to the deadline for withdrawal from a course without academic penalty, students will receive assessment of work accounting at least 15% of their final grade. For 3000- or 4000-level courses in which such a graded assessment is impracticable, the instructor(s) must obtain an exemption from this policy from the Dean and this exemption must be noted on the corresponding course syllabus.” See the full text at: 
http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf
In other words, the instructor of this course is NOT required to provide an assessment of work accounting for at least 15% of the final grade one week prior to the deadline for withdrawal from the course.

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

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 'At 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 to read about the University’s policy on medical accommodation. This site provides links 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, 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, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca