



The University of Western Ontario
HISTORY HIS 3722G
‘Killing Fields’: Genocide in Modern History
Winter 2020
January-April 2020, Friday 11:30-1:30, LWH 2270C

Professor Frank Schumacher

Office Hours: Friday, 2:00-3:00

Department of History, Office: Lawson Hall 2235

Email: fschuma@uwo.ca

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.

Prerequisite(s):

1.0 History course at the 2200 level or above

Unless you have either the requisites for this 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. The 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.

Course Syllabus:

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

Course Materials:

JONES, Adam, *Genocide. A Comprehensive Introduction. Third Edition* (London: Routledge, 2017).

Methods of Evaluation:

The final grade for this course is based on the accumulated results of two written assignments, one presentation, and your participation. Please note that 3rd and 4th year history seminars have been exempted from the requirement that students receive work assessment for at least 15% of their final grade three days prior to the withdrawal deadline.

Seminar Journal:	25%
Research Paper:	35%
Presentation:	20%
Participation:	20%

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 **April 3** 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 **April 3** 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 cannot 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.

Course Schedule and Readings:

Part One: Concepts and Perspectives

January 10 **“A Never-Ending Nightmare: Genocide in Modern History – Course Introduction”**

January 17 **Concepts and Perspectives I**

Class Readings

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

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: Donald Bloxham. A. Dirk Moses (eds.), *The Oxford Handbook of Genocide Studies* (Oxford: Oxford University Press, 2010), 19-41.

WEISS-WENDT, Anton, “The State and Genocide”, in: Donald Bloxham. A. Dirk Moses (eds.), *The Oxford Handbook of Genocide Studies* (Oxford: Oxford University Press, 2010), 81-101.

Presenter Readings

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

January 24 Concepts and Perspectives II

Class Readings

JONES, Adam, *Genocide*, chapters 10, 11, 12.

Presenter Readings

O’NEILL, Kevin Lewis, “Anthropology and Genocide”, in: Donald Bloxham. A. Dirk Moses (eds.), *The Oxford Handbook of Genocide Studies* (Oxford: Oxford University Press, 2010), 182-197.

ROTH, Paul A., “Social Psychology and Genocide”, in: Donald Bloxham. A. Dirk Moses (eds.), *The Oxford Handbook of Genocide Studies* (Oxford: Oxford University Press, 2010), 198-216.

SCHABAS, William A., “The Law and Genocide”, in: Donald Bloxham. A. Dirk Moses (eds.), *The Oxford Handbook of Genocide Studies* (Oxford: Oxford University Press, 2010), 123-141.

SHAW, Martin, “Sociology and Genocide”, in: Donald Bloxham. A. Dirk Moses (eds.), *The Oxford Handbook of Genocide Studies* (Oxford: Oxford University Press, 2010), 142-162.

SHUSTER, Martin, “Philosophy and Genocide”, in: Donald Bloxham. A. Dirk Moses (eds.), *The Oxford Handbook of Genocide Studies* (Oxford: Oxford University Press, 2010), 217-238.

STRAUS, Scott, “Political Science and Genocide”, in: Donald Bloxham. A. Dirk Moses (eds.), *The Oxford Handbook of Genocide Studies* (Oxford: Oxford University Press, 2010), 163-181.

Part Two – Case Studies

January 31 Case Study I: The Ottoman Empire

Class Readings

JONES, Adam, *Genocide*, chapter 4.

Presenter Readings

BATROP, Paul R., Steven Leonard Jacobs (eds.), *Modern Genocide. The Definite Resource and Document Collection* (Santa Barbara, CA: ABC-Clio, 2014), Vol. 1, 64-86 (essays on overview, causes, consequences, perpetrators, victims, bystanders, international reaction) & essay on historical dilemmas, 254-273.

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.

February 7 Research Project Discussion

During this class you will have the opportunity to discuss your research project. Prepare for this by writing an outline which encompasses: 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, and ideally an annotated bibliography of at least 10 books and articles relevant to your topic. **Bring your outline to class on February 7**

February 14 Case Study II: The Holocaust

Class Readings

BROWNING, Christopher R., "The Nazi Empire", in: Donald Bloxham, A. Dirk Moses (eds.), *The Oxford Handbook of Genocide Studies* (Oxford: Oxford University Press, 2010), 407-426.

JONES, Adam, *Genocide*, chapter 6.

Presenter Readings

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

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.

February 28 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://gsp.yale.edu/case-studies/cambodian-genocide-program>

JONES, Adam, *Genocide*, chapters 7 + 9.

Presenter Readings Rwanda

BATROP, Paul R., Steven Leonard Jacobs (eds.), *Modern Genocide. The Definite Resource and Document Collection* (Santa Barbara, CA: ABC-Clio, 2014), Vol. 4, 2759-2776 (essays on overview, causes,

consequences, perpetrators, victims, bystanders, international reaction) & essay on historical dilemmas, 2987-2992.

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

Part Three – Contours

March 6 Contours I: Perpetrators

Class Readings

ARENDR, 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 at: <https://www.ushmm.org/collections/the-museums-collections/collections-highlights/auschwitz-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.

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

Presenter Readings

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

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.

March 13 Contours II: Victims

Class Readings

DADRIAN, 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.

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://www.yadvashem.org/yv/en/exhibitions/album_auschwitz/index.asp

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.

Presenter 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.

March 20 Contours III: Gender

Class Readings

JOEDEN-FORGEY, Elisa von, "Gender and Genocide", in: Donald Bloxham. A. Dirk Moses (eds.), *The Oxford Handbook of Genocide Studies* (Oxford: Oxford University Press, 2010), 61-80.

JONES, Adam, *Genocide*, chapter 13.

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

SMITH, Roger W., "Women and Genocide: Notes on an Unwritten History", in: *Holocaust and Genocide Studies* 8:3 (1994), 315-334.

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.

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

Part Four – Consequences

March 27 Consequences: Rescue, Memory, and Prevention

Class Readings

JONES, Adam, *Genocide*, chapters 14 + 15 + 16.

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.

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.

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

Presenter Readings

LEVENE, Mark, "From Past to Future: Prospects for Genocide and its Avoidance in the Twenty-First Century", in: Donald Bloxham, A. Dirk Moses (eds.), *The Oxford Handbook of Genocide Studies* (Oxford: Oxford University Press, 2010), 638-660.

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

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.

April 3 Final Discussion

-Research Paper and Seminar Journal Due-

Additional Statements

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

Accessibility Options:

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 519 661-2111 x 82147 for any specific question regarding an accommodation.

Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

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://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

to read about the University's policy on medical accommodation. 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.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation.

Please note: Please visit https://www.uwo.ca/univsec/academic_policies/index.html to view all updated academic policies regarding medical accommodations.

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>).

Students are expected to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. In the unlikely event of concerns being raised about the authenticity of any assignment, your instructor may ask you to produce these materials; an inability to do so may weigh heavily against you.

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.

Scholastic Offences

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:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Copyright

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

Accommodation for missed midterms with a Self Reported Absence:

Students with an approved absence from an in-class test will be required to write a makeup test on one of the two time slots available.

- Tests scheduled before February 14th – the makeup will take place Monday, February 24th at 9am.
- Tests scheduled between February 25th and March 25th – the makeup will take place Friday, March 27th at 1pm.

Students who fail to write a makeup test in one of these two time slots will receive a grade of zero.

Students should be aware that course professors may not be available to respond to questions during the makeup test slots.

Accommodation for missed assignment deadlines with a Self Reported Absence:

If a student reports a SRA for an assignment (i.e. an essay) the new due date will be 72 hours after the SRA has been completed. For example, if you complete a SRA on March 19th at 3pm, your new due date will be March 22nd at 3pm.

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western, http://uwo.ca/health/mental_wellbeing/ 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, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail vangalen@uwo.ca.