

**The University of Western Ontario**  
**HISTORY HIS 3722 G**  
**,Killing Fields': Genocide in Modern History**  
**Winter 2020**  
**January-April 2021, weekly online seminars: Friday 11:30-1:30**

**Professor Frank Schumacher**  
Office Hours: Friday, 2:00-3:00  
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**This course will be offered in a virtual, synchronous format.**

**Course Description:**

An estimated 200 million people have been killed worldwide in genocides since the beginning of the 20<sup>th</sup> 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:**

This is a reading-intensive seminar and the timely completion of the assigned texts is a pre-condition for good discussions. While I have substantially adjusted the syllabus to the current learning and study conditions under the COVID pandemic, some indispensable material is either not available in digital format or Weldon Library's contract with publishers severely restricts the number of concurrent users on a digital platform. For my choice of textbook, Routledge only allows three library patrons to use text's digital version at the same time. While this is completely unsatisfactory, it also resembles one of the current challenges in research and learning.

**You should purchase the following books which might not be available at the Western bookstore:**

ARENDR, Hannah, *Eichmann in Jerusalem: A Report on the Banality of Evil* (New York: Penguin Books, 2006).

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 three assignments. Please note that 3<sup>rd</sup> and 4<sup>th</sup> 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.

Research Essay: 50%

Presentation: 25%

Participation: 25%

### **1. Research Essay**

You are expected to write a research essay of approx. 20 pp 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 9** via email.

### **2. 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. Provide an electronic 'handout' and prepare a list of questions for further discussion.

### **3. Participation**

The success of the seminar depends on your completion of the assigned readings, your prepared attendance, and your active participation. Take regular notes on your readings to facilitate your participation in class discussions.

## **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 48 hours after the SRA was submitted. For example, if you complete a SRA on March 19 at 3pm, your new due date will be March 21 at 3pm.

## Course Schedule and Readings:

### **Part One: Concepts and Perspectives**

**January 15**                    **“A Never-Ending Nightmare: Genocide in Modern History – Course Introduction”**

**January 22**                    **Concepts and Perspectives I**

#### Class Readings

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

#### Presenter Readings

IRVIN-ERICKSON, Douglas, *Raphael Lemkin and the Concept of Genocide* (Philadelphia: University of Pennsylvania Press, 2016).

**January 29**                    **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**

### **February 5                    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, 3-18 (essays on overview, causes, consequences, perpetrators, victims, bystanders, international reaction) & essay on historical dilemmas, 131-142.

ÜMÜT, Kurt, “Legal and Official Plunder of Armenian and Jewish Properties in Comparative Perspective: the Armenian Genocide and the Holocaust”, in: *Journal of Genocide Research* 17:3 (2015): 305-326.

### **February 12                    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. **Have your outline ready for class on February 12**

### **February 26                    Case Study II: The Holocaust**

#### Class Readings

ARENDDT, Hannah, *Eichmann in Jerusalem: A Report on the Banality of Evil* (New York: Penguin Books, 2006).

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.

## **March 5                      Case Studies 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.

FUJII, Lee Ann, *Killing Neighbors: Webs of Violence in Rwanda* (Ithaca, NY: Cornell University Press, 2011).

LEMARCHAND, René, “Rwanda: The State of Research”, in: *Mass Violence & Resistance* (June 2018) at: <https://www.sciencespo.fr/mass-violence-war-massacre-resistance/en/document/rwanda-state-research.html>

## **Part Three – Contours**

## **March 12                      Contours I: Perpetrators**

### Class Readings

ARENDDT, Hannah, *Eichmann in Jerusalem: A Report on the Banality of Evil* (New York: Penguin Books), especially 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>

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

UNITED STATES HOLOCAUST MEMORIAL MUSEUM, “How Did Ordinary Citizens Become Murderers: A Roundtable Discussion, September 2017”, watch video at: <https://www.youtube.com/watch?v=92UfAJr7790>

### Presenter Readings

ANDERSON, Kjell, *Perpetrating Genocide: A Criminological Account* (New York: Routledge, 2018).

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.

SMEULERS, Alette, “Milgram Revisited: Can we still use Milgram’s ‘Obedience to Authority’ Experiments to Explain Mass Atrocities after the Opening of the Archives: Review Essay”, in: *Journal of Perpetrator Research* 3:1 (2020): 216-244, at:

<https://jpr.winchesteruniversitypress.org/articles/abstract/10.21039/jpr.3.1.45/>

**March 19**

**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.

ERAMIAN, Laura, „Is it always good to talk? The Paradoxes of Truth by Rwandan Youth born of Rape committed during the Genocide?” in: *Journal of Genocide Research* 20:3 (2018): 372-391.

JOEDEN-FORGEY, Elisa von, „Sexual and Gender-Based Violence against Children during Genocide”, in: Samuel Totten (ed.), *Plight and Fate of Children During and Following Genocide* (New Brunswick: Transaction Publishers, 2018), 195-218.

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](http://www.yadvashem.org/yv/en/exhibitions/album_auschwitz/index.asp)

### 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.

**--please note that these texts are only available on site at Weldon Library--**

**March 26                      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.

MAILÄNDER, Elissa, “The Violence of Female Guards in Nazi Concentration Camps (1939-1945): Reflections on the Dynamics and Logics of Power” (2015), in: *Online Encyclopedia of Mass Violence* (Sciences Po Paris), at: <https://www.sciencespo.fr/mass-violence-war-massacre-resistance/en/document/violence-female-guards-nazi-concentration-camps-1939-1945-reflections-dynamics-and-logics-p.html#title5>

SMEULERS, Alette, “Female Perpetrators: Ordinary or Extraordinary Women?” in: *International Criminal Law Review* 15:2 (2015): 207-253.

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.

RANDALL, Amy E. (ed.), *Genocide and Gender in the Twentieth Century: A Comparative History* (London: Bloomsbury, 2015).

**Part Four – Consequences**

**April 9                              Consequences: Rescue, Memory, and Prevention**

**Research Essay Due**

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.

### **Additional Statements:**

Please review the Department of History Course Must-Knows document,

<https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>,

for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness