

**The University of Western Ontario**  
**HISTORY HIS 3722 G**  
**,Killing Fields': Genocide in Modern History**  
**Winter 2022**  
**January-April 2023, Friday 11:30-1:30, Stevenson Hall 3101**

**Professor Frank Schumacher**  
Office Hours: Friday, 2:00-3:00  
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**This is a draft syllabus. Please see your course OWL site for the final syllabus.**

**Course delivery with respect to the COVID-19 pandemic**

The intent is for this course to be delivered in-person but should the COVID-19 landscape shift, the course will be delivered on-line synchronously (i.e., on Zoom at the times indicated in the timetable). The grading scheme will not change. The course will return to an in-person mode of delivery when the University and local health authorities deem it safe to do so.

**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. Much of this syllabus has been previously adjusted to pandemic learning conditions; but 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:**

BLOXHAM, Donald, A. Dirk Moses (eds.), *Genocide. Key Themes* (New York: Oxford University Press, 2022).

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.

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

### 1. Presentation – 20%

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 **20 minutes** presentation should connect the presenter readings to the class readings and the overall theme of the week. Please provide a handout and prepare a list of questions for further discussion. We will schedule presentation assignments in the first seminar session.

### 2. Research Essay – 35%

In this seminar you will write a research paper on a mutually agreed topic based on primary sources and a thorough reading of the secondary literature of 20 pages + bibliography; papers should follow the *Chicago Manual Style* conventions, be double-space, and printed in standard size font (i.e. Times New Roman 12pts) with standard margins. Spell-check and staple your paper. HIS 3722 G is an essay course and students must pass the required written work in order to achieve a passing grade in the course.

**The final essay is due in class March 31, 2023 - A non-illness related late submission incurs a daily mark deduction of 10%.**

### 3. Seminar Journal – 25%

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

**The final journal is due in class March 31, 2023 - A non-illness related late submission incurs a daily mark deduction of 10%.**

### 4. Participation – 20%

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.

Much of the learning in this seminar is based on discussion and debate; the success of the exercise depends on your completion of the assigned readings, reflection on the material, your prepared attendance, and your active participation in our weekly discussions.

Students must attend at least half (6 out of 11) of the seminar meetings in order to pass the course, regardless of grades received for other assignments. Students must submit all course assignments in order to pass the course.

## Course Schedule and Readings:

### Part One: Concepts and Perspectives

**January 13**                    **“A Never-Ending Nightmare: Genocide in Modern History – Course Introduction”**

**January 20**                    **Concepts and Perspectives I**

#### Class Readings

HÄUSSLER, Matthias, Andreas Stucki, Lorenzo Veracini, “Empire and Genocide”, in: Donald Bloxham, A. Dirk Moses (eds.), *Genocide: Key Themes* (New York: Oxford University Press, 2022), chapter 7.

JONES, Adam, *Genocide. A Comprehensive Introduction: Third Edition* (London: Routledge, 2017), chapter 1.

MOSES, A. Dirk, “The Concept of Genocide and Civilian Destruction”, in: Donald Bloxham, A. Dirk Moses (eds.), *Genocide: Key Themes* (New York: Oxford University Press, 2022), chapter 1.

MUNK SCHOOL, University of Toronto, “Genocide in Twentieth-Century History”; please watch two videos:

Session 1 “The Emergence of a Conflict-Ridden Term and Its Contradictions”:

<https://www.youtube.com/watch?v=1DPSc5tFBUs&t=865s>

Session 1 “Discussion”: <https://www.youtube.com/watch?v=mj5cPUx2d90&t=3362s>

#### Presenter Readings

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

**January 27**                    **Concepts and Perspectives II**

#### Class Readings

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

MAYNARD, Jonathan Leader, “Ideology and Genocide”, in: Donald Bloxham, A. Dirk Moses (eds.), *Genocide: Key Themes* (New York: Oxford University Press, 2022), chapter 5.

MOYD, Michelle, “War and Genocide”, in: Donald Bloxham, A. Dirk Moses (eds.), *Genocide: Key Themes* (New York: Oxford University Press, 2022), chapter 8.

WEISS-WENDT, Anton, “The State and Genocide”, in: Donald Bloxham, A. Dirk Moses (eds.), *Genocide: Key Themes* (New York: Oxford University Press, 2022), chapter 6.

#### 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.

## **Part Two – Case Studies**

### **February 3                      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.

SUNY, Ronald, “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 10                      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 10**

### **February 17                    Case Study II: The Holocaust**

#### Class Readings

ARENDR, 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 3                            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 10                      Contours I: Perpetrators

#### Class Readings

ARENDR, 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>

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.

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 17                      Contours II: Victims

#### Class 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.

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:

[https://www.yadvashem.org/yv/en/exhibitions/album\\_auschwitz/index.asp](https://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.

**March 24                      Contours III: Gender**Class Readings

JOEDEN-FORGEY, Elisa von, “Gender and Genocide”, in: Donald Bloxham. A. Dirk Moses (eds.), *Genocide: Key Themes* (New York: Oxford University Press, 2022), chapter 4.

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.

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

**Part Four – Consequences****March 31                      Consequences: Rescue, Memory, and Prevention****Research Essay + Seminar Journal 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.

STONE, Dan, Rebecca Jinks, “Memory and Genocide”, in Donald Bloxham. A. Dirk Moses (eds.), *Genocide: Key Themes* (New York: Oxford University Press, 2022), chapter 9. .

### Presenter Readings

BELLAMY, Alex, Stephen McLoughlin, “Armed Intervention in Genocide”, in: Donald Bloxham. A. Dirk Moses (eds.), *Genocide: Key Themes* (New York: Oxford University Press, 2022), chapter 10.

BLOXHAM, Donald, Devin O. Pendas, “Genocide and the Politics of Punishment”, in: Donald Bloxham. A. Dirk Moses (eds.), *Genocide: Key Themes* (New York: Oxford University Press, 2022), chapter 11.

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