HISTORY HIS 3722 G

‘Killing Fields’: Genocide in Modern History

Winter 2024
Friday 10:30-12:30, tba

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Office Hours: Friday 2.00-3.00

This is a draft syllabus. Please see the course site on OWL for a final version.

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

Methods of Evaluation

The final grade for this course is based on the accumulated results of one class moderation, a research essay, a seminar journal, and your participation. Please note that 3rd and 4th year history seminars have been exempted from the Senate requirement to provide at least 15% of the final grade prior to the withdrawal deadline.

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

1. Moderation – 20%

You will serve as moderator for one seminar session; we will determine time slots during the first week of class; you will study a specific aspect/theme of the required class readings in greater detail, provide a 20 minute presentation develop a set of discussion questions, and supply a handout to the class.

2. Research Paper
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 3722G 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 April 5, 2024 - A non-illness related late submission incurs a daily mark deduction of 10%.

3. Seminar Journal
It is important to keep a record of what you read and what we talk about in class. Keep a seminar journal to reflect on our conversation, readings, and any outside input on the topic. Keep track of your questions and record any relevant insights gained through conversations, books, movies, trips etc. Finally, discuss how your views on genocide evolve throughout the seminar. The journal can be typed or legibly handwritten; you have all the artistic freedom to include drawings, poems, etc.

The journal is due in class April 5, 2024 - A non-illness related late submission incurs a daily mark deduction of 10%.

4. Participation
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.

5. Course Specific Conditions
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.

Students must attend at least 75% (9 out of 12) 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 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:


**Course Schedule and Readings**

**Part One: Concepts and Perspectives**

**January 12**

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

**January 19**

Concepts and Perspectives I

*Class Readings*


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”:

  Session 1: [https://www.youtube.com/watch?v=1DPSc5tFBUs&t=165s](https://www.youtube.com/watch?v=1DPSc5tFBUs&t=165s)

  Session 1 “Discussion”: [https://www.youtube.com/watch?v=mj5cPUx2d90&t=14s](https://www.youtube.com/watch?v=mj5cPUx2d90&t=14s)

*Presenter Readings*


**January 26**

Concepts and Perspectives II

*Class Readings*

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


**Presenter Readings**


**Part Two – Case Studies**

**February 2**  
**Case Study I: The Ottoman Empire**

**Class Readings**


**Presenter Readings**


**February 9**  
**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 9**
February 16  Case Study II: The Holocaust

Class Readings


Presenter Readings


March 1  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](http://gsp.yale.edu/case-studies/cambodian-genocide-program)

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

Presenter Readings Rwanda


Part Three – Contours
March 8  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 at: https://www.ushmm.org/collections/the-museums-collections/collections-highlights/auschwitz-ssalbum


Presenter Readings


March 15  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: https://www.yadvashem.org/yv/en/exhibitions/album_auschwitz/index.asp

Presenter Readings


March 22

**Contours III: Gender**

Class Readings


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.


Part Four – Consequences

April 5

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

Research Essay + Seminar Journal Due

Class Readings

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


Presenter Readings


Additional Statements

All work submitted in this course must be your own. You may not make use of generative AI tools like ChatGPT for any assignments in this course.

Please review the Department of History’s shared policies and statements for all undergraduate courses at: https://history.uwo.ca/undergraduate/program_module_information/policies.html for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.