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MAHG 5001

The History of Genocide

Online Course

Course Description

During the twentieth-century—the “century of genocide”—an estimated one hundred million civilians lost their lives as a consequence of genocidal violence. The ongoing conflicts in Darfur and the Democratic Republic of the Congo, as well as recent violence in the Middle East and South Asia, suggest that the twenty-first century is threatening to go down the same path. However, unlike in 1915, in 2015 we have a word for this crime, legal instruments for prosecuting it, and an emerging consensus within the international community that its prevention must be a priority. The major question facing us today then is: How? How do we effectively identify potentially genocidal situations before hundreds of thousands of people have lost their lives? An answer to this question will depend on how we understand the development of genocidal conditions over time. In this course we will seek to address the challenge of an “early warning system” through the historical study of modern genocide with an emphasis on the historical connections between various cases of genocide. We will also examine causes of genocidal processes, possible preventative measures, and social healing after the fact. Particular focus will be on the Ottoman Armenians, the Holocaust, Rwanda, Cambodia, Bosnia-Herzegovina and Argentina, but other cases will also be examined, including the genocides of indigenous populations during the era of European expansion, of Kurds in Iraq, of Mayan Indians in Guatemala, of East Timorese under Indonesian domination, of Muslims in Kosovo, and of Darfuris in Sudan. Using scholarly texts, fiction, film, and other media, we will discuss the definition of genocide and its representation, the long- and short-term historical contexts that enable genocide, the question of the uniqueness of the Holocaust and the value of “comparative genocide studies,” the problem of prevention and intervention, and the relationship between genocide and other forms of social and political violence.

Notes on the Online Course

This course will be completely asynchronous. This means that no portion of the course will require the simultaneous meeting of all students and the professor. However, there will be opportunities to meet with me as a group and some assignments will require that small groups of

students meet either virtually or in person. I will always be available to talk in person or via Skype at a prearranged time.

We will use Stockton's Blackboard platform for this class. Please be sure to do a browser check (available when you log in to Blackboard on the Stockton student portal) before the start of the course to confirm that you can use Blackboard without encountering technological difficulties. If you encounter such difficulties, please consult Blackboard student support at <https://elearning.stockton.edu/student-support/>.

It is very important that you keep up with the weekly online assignments and that you turn in your bibliographies and literature review on time. Since we will not be meeting together as a group, consistent participation online is the only way to ensure that you are keeping up with the class as a whole.

I will be asking each of you to "lead" one weekly discussion with me. This involves posting by 5pm on the Monday of that week and making sure to comment on other posts, pointing out links between points. If there are two discussion assignments for a week, you will be responsible for "leading" both.

Most weeks will have 2 Blackboard Discussion Board requirements. If they are assigned in a specific order—for example, if one assignment is designated #1 and the other #2—please complete them in that order. **Late posts to discussions will not be graded.** The dates for possible completion of discussion assignments will be noted in the assignment.

As the course instructor, I will actively participate in online discussions, with the aim of moving the conversation forward and posing questions that help us get into a question in more depth. I will participate and comment on discussion threads at least once in a 24-hour period during the week. Due to travel, I may occasionally miss a day. While online courses are always available to us, in order to preserve our sanity, I will not require posting on the weekends and I will not always post after 5pm on Fridays.

Students should always feel free to post on our discussion threads. However, because many students work and have other responsibilities, we should not expect an immediate response. Do not take a "quiet" period online personally and allow colleagues a day or two to respond.

Your Discussion Board participation will be graded according to the accuracy, thoughtfulness, comprehensiveness and style of your contributions. Please be sure to correct your spelling and grammar before posting. Posts with many errors will lose points. In order to get full credit for your work, please be sure to engage in discussion by responding to others' posts and comments. Students are expected to post **at least twice (2x) to each discussion assignment each week.**

Requirements

Discussion Participation	50%
Abstract & Bibliography	10%
Annotated Bibliography	10%
Literature Review	30%

Participation

Participation involves demonstrating knowledge of the assigned texts and films through posts to the Discussion Board as well as responses to other students' comments. Your participation in discussion will be graded for each week. Students are expected to participate every week. A rubric for your weekly participation grade is available on blackboard.

Literature Review

The literature review is an opportunity for you to gain expertise in a particular case of genocide or subject within genocide studies and to work through the issues and debates that exist in the literature on it. You are encouraged to choose a topic that you think you might like to study in more depth in the future. A literature review is a good way to prepare for an eventual capstone, since it offers the opportunity to develop expertise in a specific subject area. Literature reviews should be 12-15 double-spaced pages long. Due dates for the following review-related materials are as follows:

Small group meetings	Sept. 14-28
Short abstract and bibliography	Sept. 28 (M)
Small group meetings	Sept. 29-Oct. 26
Annotated Bibliography	Oct. 26 (M)
First Draft	Nov. 25 (W)
Small group meetings	Nov. 25-Dec. 14
Final Draft	Dec. 14

Students will meet in small groups throughout the process to discuss the development of their final literature reviews. Groups are meant to help students with conceptualizing the topic, with research and with their final drafts. After each group meeting, students will hand in a group meeting report (instructions on Blackboard).

Instructions for completing the short abstract, bibliography, annotated bibliography and literature review will be posted on Blackboard, as will resources for completing these assignments. Students are expected to work in small groups to build their bibliographies, helping each other out with research ideas and citations. Small groups will be arranged after the start of class and groups will turn in group assignments after their meetings.

The MAHG Program uses the MLA citation system. However, if you are more comfortable using a different system or wish to use a system tied to a specific discipline (such as history or psychology), please do so, but be consistent and correct! Make sure you have access to the relevant citation guides and use them.

Course Texts

Course texts are available at the bookstore and on reserve in the library. They are also available through amazon.com and many can be obtained at a steep discount at half.com or abebooks.com. Articles are available on blackboard.

Isabele Hull, *Absolute Destruction*

Adam Jones, *Genocide: A Comprehensive Introduction*, 2nd Edition

Wendy Lower, *Hitler's Furies: German Women in the Nazi Killing Fields*

Mahmood Mamdani, *When Victims become Killers*

Martha Minow, *Between Vengeance and Forgiveness*

Paul Mojzes, *Balkan Genocides*

Norman Naimark, *Stalin's Genocides*

Samantha Power, *A Problem from Hell*

Timothy Snyder, *Bloodlands: Europe between Hitler and Stalin*

Ronald Grigor Suny, 'They Can Live in the Desert but Nowhere Else'



Course Outline

PART I: FRAMEWORKS

Week 1 What is Genocide? **Sept. 14-18**

Readings:

- Jones, *Genocide*, Ch. 1
- Powers, *Problem from Hell*, Preface & Chs. 1-5 (pp. xi-85) and Ch. 7 (pp. 155-170)
- Lemkin, *Axis Rule in Occupied Europe*, Ch. IX "Genocide"
Available at: <http://www.preventgenocide.org/lemkin/AxisRule1944-1.htm>

Film: "Watchers of the Sky"

PART II: COLONIALISM & GENOCIDE

Week 2 Colonial Genocides

Sept. 21-25

Readings:

- Jones, *Genocide*, Chs. 2 & 3 (pp. 64-148)
- Moses, “Empire, Colony, Genocide: Keywords and the Philosophy of History” [blackboard]
- Manne, “Aboriginal Child Removal and the Question of Genocide” [blackboard]

Film: “Rabbit-Proof Fence”

Week 3 Settler Genocide/Native Genocide
Sept. 28-Oct. 2

Reading:

- Jones, *Genocide*, Ch. 9 (pp. 346-380)
- Mamdani, *When Victims become Killers* (entire)

Film: “My Neighbor, My Killer”

Week 4 The Armenian Genocide in the International System
Oct. 5-9

Readings:

- Jones, *Genocide*, Ch. 4 (pp. 149-187)
- Suny, *They Can Live in the Desert but Nowhere Else* (entire)

Film: “Voices from the Lake”

PART III: GENOCIDAL AXES IN EUROPE

Week 5 From Colony to Metropole?
Oct. 12-16

Readings:

- Hull, *Absolute Destruction* (entire)
- Furber and Lower, “Colonialism and Genocide in Nazi-Occupied Poland and Ukraine” [blackboard]

Film: “Namibia – Genocide and the Second Reich”

Week 6 **The Holocaust I**
Oct. 19-23

Readings:

- Jones, *Genocide*, Ch. 6 (pp. 233-282)
- Snyder, *Bloodlands* (first half)

Week 7 **The Holocaust II**
Oct. 26-30

Readings:

- Snyder, *Bloodlands* (second half)
- Testimony of Rivka Yosselevska, available at:
<http://www.holocaustresearchproject.org/einsatz/rytest.html>

Film: “Partisans of Vilna”

Week 8 **Bosnia-Herzegovina**
Nov. 2-6

Readings:

- Jones, *Genocide*, Ch. 8 (pp. 317-343)
- Mojzes, *Balkan Genocides* (entire)

Week 9 **Stalin’s Genocides**
Nov. 9-13

Readings:

- Jones, *Genocide*, Ch. 5 (pp. 188-232)
- Naimark, *Stalin’s Genocides* (entire)

Film: “Koryo Saram: The Unreliable People”

PART IV: KEY THEORETICAL DEBATES IN GENOCIDE STUDIES

Week 10 **“Autogenocide,” “Politicide,” “Mass Atrocity”: Cambodia & Argentina**

Nov. 16-20

Readings:

- Jones, *Genocide*, Ch. 7 (pp. 283-316)
- Power, *Problem*, Ch. 6 (pp. 87-154)
- Feierstein, “Political Violence in Argentina and its Genocidal Characteristics,” [Blackboard]

FILM: “New Year Baby”

Week 11 Gender and Genocide
Nov. 23-27

Readings:

- Jones, *Genocide*, Ch. 13 (pp. 464-498)
- von Joeden-Forgey, “The Devil in the Details” [blackboard]
- Lower, *Hitler’s Furies* (entire)

Film: “Grbavica: Land of My Dreams”

PART V: TOWARDS PREVENTION: INTERVENTION AND THE PROBLEM OF JUSTICE

Week 12 International Intervention: Problems and Possibilities
Nov. 30-Dec. 4

Readings:

- Jones, *Genocide*, Ch. 16 (pp. 567-609)
- Power, *Problem*, Chs. 8 & 11-12 (pp. 171-246 & pp. 391-474)
- Kuperman, “A Model Humanitarian Intervention? Reassessing NATO’s Libya Campaign” [blackboard]

Film: “A Cry from the Grave”

Week 13 The Problem of Justice
Dec. 7-11

Readings:

- Jones, *Genocide*, Ch. 15 (pp. 532-566)

- Power, *Problem*, Ch. 13-14 (pp. 475-516)
- Minow, *Between Vengeance and Forgiveness* (entire)

Film: “The Reckoning: The Battle for the International Criminal Court”