

Professor Elisa von Joeden-Forgey  
Elisa.Forgey@stockton.edu  
Office: F-214  
Office Hours: W 10-12

## **GAH 2114**

### **Perspectives on Genocide**

Spring 2014  
2:10-3:25pm  
C 011

#### Course Description

During the twentieth-century—the “century of genocide”—over thirty 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 Central Asia, suggest that the twenty-first century is threatening to go down the same path. However, unlike in 1914, in 2014 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, examining the 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, of Chechens in Russia, 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.

#### Readings

All readings for this course are required. The following books are available in the bookstore as well as on reserve in the library. All other readings will be provided in class or posted on blackboard.

Carolina De Robertis, *Perla*  
Slavenka Drakulic, *S: A Novel about the Balkans*  
Philip Gourevitch, *We wish to inform you that tomorrow we will be killed with our families*  
Jan T. Gross, *Neighbors*  
Adam Jones, *Genocide: A Comprehensive Introduction*, 2<sup>nd</sup> Edition  
Norman Naimark, *Stalin's Genocides*  
Samantha Power, *A Problem from Hell*

### Requirements

Attendance and Participation	20%
(Including recitation of Article 2 of the Genocide Convention)	
6 quizzes (5% each)	30%
Mondays 2/3, 2/21 (Friday), 3/3, 3/24, 4/7, 4/21	
6 Written Assignments (5% each)	30%
Due on 1/27, 2/28, 3/17, 3/28, 4/11, 4/25	
Final Group Presentations	20%
Presented on April 28 & May 2	

### Attendance & Participation

Attendance is more than simply coming to class. It means coming to class prepared and engaging actively in discussion. All absences should be cleared with me before class, except in cases of true emergencies. All in-class assignments (other than quizzes) as well as extra homework assigned in the course of the class will be factored into your attendance grade.

### Recitation

All students will be required to sign up to recite Article 2 of the Genocide Convention in front of the class. Recitations will be on Wednesdays, and a sign-up sheet will be circulated during the first two weeks of the course.

### Some Rules:

1. Absolutely no computers or phones are allowed in class, except for "group meeting" days (see below), which are listed on the course schedule.
2. Bring your readings to class. We will not always refer directly to our books and articles, but we often will.
3. Students are expected to take notes in every class—whether it is during discussion, lecture or a film. I will know who is and who is not taking notes by whether or not students are using paper and a pen (or pencil) during class.

4. Please refrain from speaking with other students during class, unless we are engaged in a group activity.
5. Turn in your homework on time. Late work will not be accepted.
6. Attend regularly. All unexcused absences will result in a lower grade. Quizzes will be given only on the scheduled quiz date—there will be no make-up quizzes. If there is a true emergency that prevents you from attending class or taking a quiz, please let me know beforehand so that we can arrange an alternative.

### Homework Assignments

The 6 main written homework assignments are listed in the course schedule. Occasionally I may assign extra written homework to be completed and turned in. These extra assignments will be factored into your attendance and participation grades. **All written homework must be NEATLY TYPED and turned in on time. All of your written work is expected to be checked for spelling and grammar.**

### Quizzes

There will be 6 quizzes in this course. The dates are noted under course requirements and also in the course schedule. Quizzes will be brief (10-15 minutes) and based on the readings. Although the content of quizzes will not be discussed beforehand, the quizzes will be based upon guiding questions handed out for each set of readings and will involve enough choice that students who have done the reading diligently should not have any problem doing well on them. The quizzes are not open book, but you may bring in your notes on the reading to help you.

### Final Group Presentations

Throughout the course, students will be meeting inside and outside of class with a small group to work on final presentations for the course, which will take place during the final week in lieu of a final exam. These presentations should be on a case of genocide that has not been studied in depth in our course. Groups are encouraged to be creative and to use various media and formats—posterboard, powerpoint, webpages, video, a play—to present the case to the rest of the class.

Presentations are expected to be factually rich, analytically strong and also engaging. They will be graded on both their content (clarity, comprehensiveness and accuracy) and their form. Because of the size of the class, presentations will be strictly limited to 20 minutes per group.

Students will meet with their group throughout the semester—in-class meetings are noted on the course schedule. During each in-class meeting, one student should be nominated as note-taker. At the end of the class period, this student should hand in a brief, one-paragraph synopsis of what was discussed and decided upon during their meeting. The names of students in attendance should be included, as well as the tasks each has been given to complete by the time of the next group meeting.

There will be two written group assignments due that are associated with these projects: a Group Presentation Proposal due **Monday, Feb. 24** and a Group Project Update due on **Monday, Mar. 31**. Neither will be graded, but each is required. If one of these is not submitted on time, the group's grade

in the final project will be dropped by 10 percentage points. Instructions for completing these assignments will be on blackboard at the start of the course. Like your other written work, these assignments must be neatly typed and checked for spelling and grammar.

#### A Note on Class Meeting Times:

1. Students are required to attend Carl Wilkens' presentation and film screening on Wednesday, February 5 at 7:00pm (location TBA). In exchange, there will be no class on Valentine's Day (Friday, February 14).
2. Students are also required to attend Lisa Gossels' screening of her film "The Children of Chabannes" on Wednesday, March 5 at 5:30pm (location TBA). In exchange there will be no class on Friday, March 7.
3. According to the modified class schedule, we do not have class on Wednesday, April 28; instead class will meet on Friday, May 2 from 2:30-5pm.

#### IDEA Goals

Though reading, discussion, assignments and exams, students in this course will:

1. Develop a clearer understanding of, and commitment to, personal values.
2. Gain factual knowledge about the various cases of genocide that we are studying.
3. Learn fundamental principles, generalizations, or theories pertaining to the genocide.
4. Learn to analyze and critically evaluate ideas, arguments, and points of view.

#### Student Learning Outcomes

By the end of the course, students will be able to:

1. Explain the principal short-term and long-term facilitators of genocide;
2. Speak cogently about the key issues presented in our readings, including the historical, ethical, religious, political and cultural questions raised by genocide;
3. Think critically, and productively, about the various historical and philosophical analyses presented throughout the class by clearly articulating various points of view and weighing their relative merits and limitations;
4. Recite article 2 of the United Nations Convention on the Prevention and Punishment of the Crime of Genocide and critically analyze the implications of its wording.
5. Make direct and meaningful connections between the questions faced by individuals during 20<sup>th</sup> century genocides and the ethical dilemmas faced by citizens of the United States and the world today.

## A Note on Academic Integrity

Plagiarism, and other forms of academic dishonesty, will not be tolerated in this course and will be handled according to the college's procedures and protocols, which are available here:

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=17>

Stockton's statement on academic dishonesty is the following:

"As an academic institution of merit and integrity, The Richard Stockton College of New Jersey affirms its commitment to the honesty and excellence of research and pedagogy conducted by members of the Stockton academic community. Academic dishonesty is a serious violation of academic policy and the Campus Conduct Code, and is punishable by severe sanctions including suspension and expulsion. The range of sanctions imposed is contingent on several factors, including the decision of the faculty member making the charge, whether it is the student's first or a repeat offense, and the extent and nature of the offense. It is possible that a first offense will carry a penalty of suspension or expulsion, if deemed appropriate by the College.

"The College makes two primary demands of its students and staff: 1) that each individual exercise the utmost care in planning and preparing the work presented for academic consideration, and 2) that members of the academic community conscientiously ensure the validity and protect the integrity of academic work and the grades earned for such work."



## Course Schedule

### **Week I: Introduction**

W (Jan 22) Introduction to the Course, Overview of the Syllabus

Handout: The Genocide Convention

F (Jan 24) Film: "Bonhoeffer"

Homework (due 1/27): Write a 2-3 paragraph response to the film "Bonhoeffer." What was his position on the Nazis? How did he become aware of the threat facing Germany and the Jews? What influenced his decision to oppose the regime? Why was he well positioned to do this? Is there anything we can learn from Bonhoeffer's life about our responsibilities as individuals in this world to prevent genocide?

## Week 2 What is Genocide? Forging a Definition—Then and Now

### Readings:

Jones, *Genocide*, Ch. 1 (pp. 1-63)

Power, *Problem*, Chs. 1-5 (pp. 1-86)

Lemkin, *Axis Rule in Occupied Europe*, Ch. X, available at:

<http://www.preventgenocide.org/lemkin/AxisRule1944-1.htm>

M (Jan 27) Homework assignment due (see January 24)

W (Jan 29)

F (Jan 31) GROUP MEETINGS

**\*\*Reminder: Quiz on Monday 2/3\*\***

## Week 3 Indigenous Genocides

### Readings:

Jones, *Genocide*, Chs. 2-3 (pp. 64-148)

Manne, "Aboriginal Child Removal and the Question of Genocide" [blackboard]

M (Feb 3) Quiz on the readings for weeks 2 & 3

W (Feb 5) FILM: "Rabbit Proof Fence" (start)

**W (Feb 5) 7:00-8:30pm Carl Wilkins will speak about his experiences during the Rwandan genocide and screen his new film, place TBA (ATTENDANCE REQUIRED)**

F (Feb 7) FILM: "Rabbit Proof Fence" (end) & Discussion

## Week 4 Christian Minorities in the Ottoman Empire

### Readings:

Jones, *Genocide*, Ch. 4 (pp. 149-187)

Power, *Problem*, Ch. 8 (pp. 171-245)

M (Feb 10) FILM: "Ararat" (start)

W (Feb 12) FILM: "Ararat" (end) & discussion

**F (Feb 14) NO CLASS (Happy Valentine's Day!)**

**\*\*Reminder: Quiz on Monday 2/17\*\***

## Week 5 The Holocaust, Part I

### Readings:

Jones, *Genocide*, Ch. 6 (pp. 233-282)

"Willing Executioners/Ordinary Men Debate" available at:

[http://www.ushmm.org/m/pdfs/Publication\\_OP\\_1996-01.pdf](http://www.ushmm.org/m/pdfs/Publication_OP_1996-01.pdf)

M (Feb 17) FILM: "The Act of Killing" (begin)

W (Feb 19) FILM: "The Act of Killing" (end) & Discussion

F (Feb 21) Quiz on readings for weeks 4 & 5/GROUP MEETINGS

**\*\*Reminder: Group Presentation Proposals due Monday 2/24\*\***

## Week 6 The Holocaust. Part II

### Readings:

Gross, *Neighbors* (entire)

Homework (2/28): Based on the evidence presented in *Neighbors* as well as our other readings on the Holocaust, do you find yourself agreeing with Christopher Browning or Daniel Goldhagen about the motivations and intents of perpetrators? Be sure to begin this assignment by *clearly summarizing* the arguments of both Browning and Goldhagen. (2 single-spaced, typed pages)

M (Feb 24) FILM: TBA/Group Presentation Proposals Due Today

W (Feb 26)

F (Feb 28) Homework assignment due

**\*\*Reminder: Quiz on Monday 3/3\*\***

## Week 7 Communist Genocides

### Readings:

Jones, *Genocide*, Chs. 5 & 7 (pp. 188-232; pp. 283-316)

Naimark, *Stalin's Genocides* (entire)

Homework (Due 3/17): How do "communist genocides" differ from genocide as defined by the UNGC? Do you agree with Naimark that mass killing under Stalin constitutes genocide? Why did it take so long for the Western world to recognize what was going on in Cambodia? Why is it often called an "auto-genocide"? (2 single-spaced, typed pages) [Be sure to incorporate your spring break reading on Cambodia into this assignment.]

M (Mar 3) Quiz on readings for weeks 6 & 7

W (Mar 5) FILM: "Koryo Saram: The Unreliable People"

**W (Mar 5) 5:30-7:30pm Lisa Gossels will be screening her film "The Children of Chabannes," followed by a discussion, place TBA (ATTENDANCE REQUIRED)**

**F (Mar 7) NO CLASS**

### **Week 8 (Mar. 10-15): SPRING BREAK**

**Reading for Spring Break:**

**Power, *Problem*, Chs. 6 & 7 (pp. 87-169)**

### **Week 9 BOSNIA**

Readings:

Jones, *Genocide*, Ch. 8 (pp. 317-345)

Drakulic, S. (part I)

Recommended: Power, *Problem*, Ch. 9 (pp. 247-327)

M (Mar 17) Film: "Grbavica" (start)/Homework assignment due

W (Mar 19) Film: "Grbavica" (end) & Discussion

F (Mar 21)

**\*\*Reminder: Quiz on Monday 3/24\*\***

### **Week 10 GENDER AND GENOCIDE**

Readings:

Jones, *Genocide*, Ch. 13 (pp. 464-498)

Drakulic, S. (part II)

Homework (due 3/28): Using example from Jones and Drakulic, what purpose does rape and sexualized violence play in genocide? (1 single-spaced, typed page)

M (Mar 24) Quiz on readings for weeks 9 & 10

W (Mar 26)

F (Mar 28) GROUP MEETINGS/Homework assignment due

**\*\*Reminder: Group Project Updates due Monday 3/31\*\***



## **Week 11 RWANDA, Part I**

### Readings:

Jones, *Genocide*, Ch. 9 (pp. 346-380)

Gourevitch, *We wish to inform you*, Part I (pp. 5-171)

Recommended: Power, *Problem*, Ch. 10 (pp. 330-389)

M (Mar 31) FILM: "My Neighbor, My Killer"/Group Project Updates due today

**W (Apr 2) PRECEPTORIAL DAY – NO CLASS**

F (Apr 4)

**\*\*Reminder: Quiz on Monday 4/7\*\***

## **Week 12 RWANDA, Part II**

### Readings:

Gourevitch, *We wish to inform you*, Part II (pp. 177-353)

Homework Assignment (due 4/11): Gourevitch has been criticized for using an implicit Holocaust model when representing the Rwandan genocide in this book. Do you see evidence of this? What aspects of the Rwandan genocide seem similar to the Holocaust? In what ways was it different?(2 single-spaced, typed pages) [You do not need to discuss all the possible similarities and differences—pick two or three of each.]

M (Apr 7) Quiz on readings for weeks 11 & 12

W (Apr 9)

F (Apr 11) Homework assignment due

## **Week 13 ARGENTINA**

### Readings:

Jones, *Genocide*, Ch. 14 (pp. 501-525)

de Robertis, *Perla* (entire)

M (Apr 14) FILM: "Granito" (start)

W (Apr 16) FILM: "Granito" (end) & discussion

F (Apr 18) Discussion of *Perla*

**\*\*Reminder: Quiz on Monday 4/21\*\***

## Week 14 PROSECUTION, PREVENTION, AND THE WAY FORWARD

Readings:

Power, *Problem*, Chs. 11-13 (pp. 392-472)

Minow, "Breaking the Cycles of Hatred" [blackboard]

Recommended: Jones, *Genocide*, Chs. 15-16 (pp. 532-602)

Homework Assignment (due 4/25): Discuss Perla's feelings about her "adoptive" parents after she discovers the truth of her origins in light of the issues raised by Martha Minow (in "Breaking the Cycles of Hatred") and Samantha Power (Chs. 11-13). In your opinion, what instruments or processes might best respond to Perla's situation and the Argentine case more generally? (1-2 single-spaced, typed pages)

M (Apr 21) Quiz on the readings for weeks 13 & 14

W (Apr 23) GROUP MEETINGS

F (Apr 25) Homework assignment due

## Week 15 WRAP-UP

M (Apr 28) Final Presentations

**W (Apr 30) NO CLASS**

F (May 2) Final Presentations **\*\*CLASS MEETS FROM 2:30-5PM today\*\***