

**The History of Genocide (MAHG 5001)**  
**Spring 2013**

**Dr. Carol Rittner RSM**  
**Office: J-107**

**Class, Monday, 6:00 – 9:00 PM**  
**Office Hours: Monday, 10:00 AM – 5:00 PM**

". . . human evidence must be preserved." - Albert Camus

**MAHG 5001, *The History of Genocide***, will look at genocide and genocidal events from ancient times to the present. Of course, we cannot investigate every instance of genocide and/or mass atrocity throughout history in every part of the world, but we can explore some of them, and we shall do so in **MAHG 5001**. Our examination will begin with a study of some of the deliberate, systematic measures taken by governments and others towards the extermination of racial, political or cultural groups before the term "genocide" was even coined, and it will continue through to the present time. We shall examine the 1948 United Nations Convention on the Prevention and Punishment of the Crime of Genocide (aka *Genocide Convention*) as well as other definitions, and we shall discuss the United Nations' doctrine of *The Responsibility to Protect*.

**Please Note:** No "I's" (*Incompletes*) will be given as a grade for **MAHG 5001**. Forewarned is forearmed, as they say.

**GOAL, OBJECTIVES & LEARNING OUTCOMES:**

**Goal:** MAHG 5001, *The History of Genocide*, is a study of the systematic extermination of national, racial, religious, and ethnic groups throughout history, but with an emphasis on the 20<sup>th</sup> and 21<sup>st</sup> centuries.

**Objectives:**

- To provide students with an historical overview of genocide;
- To encourage students to read widely about genocide;
- To distinguish between and among genocide, democide, ethnocide, omnicide, mass violence, massacre, crimes against humanity, war crimes and discuss the difficulties surrounding each definition;
- To require students to use scholarly research tools and resources; and
- To encourage students to develop a research paper about a genocide, other than the Holocaust, that is thoughtful, creative, accurate, useful, and even publishable.

## **Student Learning Outcomes**

By the end of the semester, students should be able to articulate answers to the following questions:

- 1) What is genocide and why does it happen?
- 2) How does one distinguish between and among the terms genocide, democide, ethnocide, omnicide, mass violence, massacre, crimes against humanity, and war crimes?
- 3) Who is Raphael Lemkin and why is he important to the study of genocide?
- 4) What are some of the historical, political and psycho-social mechanisms that enable genocide?
- 5) What is meant by a *genocidal mentality*?
- 6) What contributes to defining people as "outside of the universe of moral obligation"?
- 7) What are some of the "warning signs" of genocide? Could one develop an "early warning system" for genocide?
- 8) What are the obstacles to intervention and prevention of genocide?
- 9) What can be done about genocide?
- 10) What are some of the ways genocide is addressed in its aftermath?
- 11) What is the UN doctrine of the *Responsibility to Protect*?
- 12) What are ways countries and peoples have dealt with the aftermath of genocide?
- 13) How does "memory" function before, during, after genocide?
- 14) Where does the Holocaust "fit" in the taxonomy of genocides: is it more than, the same as, less than other genocides?
- 15) Will Genocide ever end?

## **REQUIRED BOOKS:**

1. Lee Ann Fujii, *Killing Neighbors: Webs of Violence in Rwanda*. Ithaca, NY: Cornell University Press, 2009.
2. Daniel Jonah Goldhagen, *Worse Than War: Genocide, Eliminationism and the On-going Assault on Humanity*. New York: Public Affairs, 2009.

3. Adam Jones, *Genocide: A Comprehensive Introduction*, 2<sup>nd</sup> ed. New York: Routledge, 2010.
4. Victor Montejo, *Testimony: Death of a Guatemalan Village*. Curbstone Books, 1995.
5. Samantha Power, *"A Problem from Hell: America and the Age of Genocide"*. New York: Harper Perennial; Reissue edition 2007.
6. Hugo Slim. *Killing Civilians: Method, Madness, and Morality in War*. New York: Columbia University Press, 2008.

#### RECOMMENDED:

Madeleine K. Albright and William S. Cohen, et al. *Preventing Genocide: A Blueprint for U.S. Policymakers*. Washington, DC: USIP, 2008. (**Note:** On-line document, USHMM Committee on Conscience website: [www.ushmm.org](http://www.ushmm.org))

**OTHER READINGS AND/OR FILMS:** As assigned by Professor Rittner

#### CLASS STRUCTURE:

**MAHG 5001** is a graduate seminar. It requires from every one of us carefulness in preparation and presentation as well as courtesy and civility in discussion. It requires honest dialogue, regular attendance (the social basis for a continuing dialogue). The reality of a graduate seminar is that you will get out of it what you put into it. If you put little in, the chances are good that you will get little out of it.

Every seminar meeting builds on the week's reading, so it is crucial that you complete the reading in advance of our weekly seminar. You may not master all the intricacies of the week's reading, but you should aim to have some thoughts about main ideas and questions for discussion. To that end, each week I shall require you to prepare a *Conversation Starter* grounded in the week's reading, but that "goes beyond the reading" so as to reveal your own thinking about what you/we are reading and studying.

If you miss a class, or come unprepared, you will not be able to participate in a constructive fashion. ***Absence inevitably detracts from your understanding of the course as a whole and will affect your grade.*** Your participation in the seminar discussion offers you a chance to present your ideas and your questions to the seminar so that we can come to a

deeper understanding of the material. ***Do not be afraid to ask questions about what puzzles you. Discussion is a collaborative endeavor, in which we pool our knowledge and exchange our ideas.***

The academic enterprise depends on the free exchange of ideas, which are expanded and refined through interaction with competing views. Participation in discussion allows you to come to a better understanding of your own ideas, as well as aiding your colleagues in helping them to come to a better idea of theirs. The more you have prepared for the seminar (by reading, thinking, and trying to put your ideas in writing), the easier it will be to participate in the seminar itself.

### **SEMINAR REQUIREMENTS:**

- A. Attendance and Participation:** Attendance and participation are very important components of your academic performance. Thus, you need to be present, and you need to have prepared the assigned readings in order to engage in meaningful discussion (see above).
- B. Research Project:** Each student will complete a Research project on a genocide **OTHER** than the Holocaust. **The topic must be approved by Professor Rittner, be based in solid research, and show evidence of such research.** We shall discuss this more in the first seminar meeting, then I shall put into writing the requirements. That paper will be part of this official syllabus.
- C. Book Review of a Genocide Survivor's Memoir (a genocide other than the Holocaust).** See information below.
- D. Written Assignments:** Written assignments must be prepared in standard academic format: typed and checked for typos, misspellings, grammatical irregularities and/or errors.
- E. Conversation Starters:** Before each class session, complete the assigned reading; then, prepare a **Conversation Starter (LENGTH: at least one (1) BUT not more than two (2) single-spaced pages long - NOT shorter and NOT longer).** Each Conversation Starter should include:
  - a. **Overall Comment** - One (1) or two (2) good, thoughtful, solid paragraphs that tells me **WHAT you got out of the reading** (e.g., an insight, idea, or perspective you may not have thought about before doing the reading);

- b. **Quotations that caught your attention** - Identify and write out three (3) to five (5) short quotations from the reading that really caught your attention, that spoke to you and made you think, *and* that you would like to share with the seminar. Please give page numbers.
- c. **Questions for Discussion** — Identify three (3) questions, based on the week's reading that caused you to think and that you would like to discuss in class. *For each question, be prepared to justify/explain why your questions are important for discussion in the seminar* - in other words, Why is each question important? How might each question help us to gain insight into a particular topic/subject/issue? [*Know what the issue is!*] Be prepared, because I shall probe, push, even "harass" you to try to elicit an intelligent response from you about why we should give time to your question/questions.

**WHAT YOU ARE TO DO WITH YOUR CONVERSATION STARTER:** Each week, e-mail me a copy by Sunday evening, 8 PM at the latest (Carol.Rittner@Stockton.Edu) so I can see where your thinking and questions are headed.

Each week I shall copy one or two - maybe even three - *Conversation Starters* and share them with everyone in the seminar so you can both get a sense of what your colleagues are noticing, thinking about, questioning, but also so you can see how these *Conversation Starters* are written by your colleagues. (This was a suggestion made to me by a student last semester!)

**Grades** (No "I's" will be given for MAHG 5001)

- |  |            |
|--|------------|
| • <b>Conversation Starters and Participation in Seminar Discussion</b> | <b>25%</b> |
| • <b>Book Review &amp; Oral Presentation</b>                           | <b>25%</b> |
| • <b>Research Project</b>  | <b>50%</b> |

**Total 100%**

Grades for the Course will be: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or, F

**Academic Honesty**

You are bound by Stockton College's official policies. Check plagiarism policy on the college's website:  
<http://intraweb.stockton.edu/eyos/page.cfm?siteID=14&pageID=62>. I take plagiarism seriously and will not hesitate to take action against dishonest students. If you plagiarize, you will receive 0 points for your assignment. I will dock your final grade by 2 letter grades. I shall also file an official complaint with the college.

## SCHEDULE

### January

- 28 Introduction to Seminar: Student Expectations; Goals, Objectives, and Learning Outcomes; Resources
- Slim, *Killing Civilians* (Prof Slim will join us in discussion via Skype about his book.)

### ***Genocide: Historical Overview***

### February

- 4 Meet at 4 PM to 7 PM
- Read Jones, *Genocide*, Chpts 1 - 4: pp. 3-188
- Dr. Michael Berenbaum will discuss with us: "Where does the Holocaust "fit" in a taxonomy of genocide? Is it "more than," "the same as," or "less than" other genocides?"
- 11 Jones, *Genocide*, Chpts 5-9: pp. 188-379
- 18 Power, *"A Problem from Hell"*, Preface - Chpt 8: pp. Xi-243
- *Memoir selection (author, title; genocide) due in writing* (I shall then schedule the Book Reviews);
  - *Research topic with Preliminary Bibliography (5-7 items) due in writing*

- 25 Power, *"A Problem from Hell"*, Chpts 9-14: pp. 247-51
- *One (1) - three (3) Research Questions due in writing*

### March

- 4 Jones, *Genocide*, Chpts 10-13: pp. 383-498
- *Preliminary Research Thesis due in writing*

11 NO CLASS, Professor Rittner is in Europe

18 SPRING BREAK

### **Case Studies: Rwanda and Guatemala**

- 25 Fujii, *Killing Neighbors*: pp. 1-189

### April

- 1 Montego, *Testimony*: pp. 1-113

### **Genocide: Worse than War?**

- 8 Goldhagen, *Worse than War*, Preface & Introduction: pp. xi-56

- *One (1) to two (2) page written DRAFT Introduction to Research Paper due*

- 15 Goldhagen, *Worse than War*, Part I: pp. 59-261

- 22 Goldhagen, *Worse than War*, Part II: pp. 265-481

- 29 Goldhagen, *Worse than War*, Part III: pp. 485-597

### May

- 6 Final Written Research Project Due by 6 PM

## Book Review Guidelines

*The week you are writing and giving your Book Review in seminar you do not have to prepare a Conversation Starter (but you do have to complete the reading so you can join in the seminar discussion).*

Students will give an eight (7) to ten (10) minute oral Book Review of a genocide survivor's memoir (of a genocide survivor other than of the Holocaust) they have decided to read and that complements our collective seminar reading. In addition to the oral review, each student will send a copy of h/her written review to Professor Rittner the evening before h/her presentation.

You may ask why read a survivor memoir? I'd like to borrow some ideas from the late Terrence Des Pres who had this to say in his book, *The Survivor*:

My subject is survival, the capacity of men and women to live beneath the pressure of protracted crisis, to sustain terrible damage in mind and body and yet be there, sane, alive, still human. I am . . . concerned with people who suffered [genocide], who suffered . . . who endured the evil and returned to bear witness. Even so, an experience such as theirs cannot be understood apart from its context . . . it is with ordinary people that I am concerned; with how they felt and with what they did. . . . if no more than a dozen men and women stayed human [throughout their ordeal] and came through, if only the barest trace of humanness was *there* in the whole of that world [of genocide], the survivor's experience would still be invaluable. And as Albert Camus put it, "human evidence must be preserved."

- *The Survivor* (from the Preface)

It's the "human evidence" I want you to pay attention to in the memoir you select, a memoir that reveals the experience, the story of someone who suffered genocide and endured the evil, and lived to tell about it, reflect on it. I want you to explore and think about what the survivor did, how s/he stayed human, how reading that memoir complements your academic study of genocide, and, hopefully, ours too.



### Guidelines for Book Reviews

- Memoirs must be of genocides (as defined by the UN Convention on Genocide) survivor;
- Book must be approved by Professor Rittner;
- Book reviews must be typed, double-spaced, and paginated;

There is no need for a title page. However, be sure your name is on the paper. At the top of the first page, write the bibliographic information about the book following this model format:

Friedlander, Henry. *The Origins of Nazi Genocide: From Euthanasia to the Final Solution*. Chapel Hill, North Carolina: University of North Carolina Press, 1995.

The review should not be longer than 900 words (that's about 4-double-spaced pages) nor less than 750 words (that's about 3 pages);

**The review should not spend more than two (2) or three (3) sentences summarizing the survivor's story. The review, among other things, should try to get at WHY the survivor wrote her memoir, WHAT you think s/he wants the reader to "get out of the book", think about (questions? insights?), and HOW, in your view, the memoir complements, supplements, challenges, or revises our reading and/or your thinking this seminar. And you should clearly say if and why, or why you do not, recommend your book for us all to read.**

**Please e-mail me your Book Review by 8 PM the evening BEFORE you give your presentation.**

# Research Project

(Some of these ideas are "borrowed" from Dr. Hussong; some are my own.)

The first thing you need to do is to select a genocide, other than the Holocaust, from the 20<sup>th</sup> or 21<sup>st</sup> century that you do not know a lot about but about which you want to learn more. There are many books in the library that may be helpful in your research. You can also use interlibrary loan for your research.

There are 2 parts to your assignment:

## 1. Proposal for research paper and annotated bibliography

Your proposal consists of

- Your topic, along with a working title.\*
- A thesis statement\*\*
- An annotated bibliography of 5-7 scholarly sources related to your topic\*\*\*

**Please note:**

- Discuss your choice with me before starting your research. I will tell you whether your topic is viable and help you with resources.

## 2. Research Paper

- Make a decision on how to narrow down your topic.
- Select five (5) - seven (7) scholarly sources from
  - a. Texts we are reading in the seminar;
  - b. Books in the library or from interlibrary loan (as many as you wish)
  - c. At least two (2) essays in scholarly journals (e.g., *The Journal of Genocide Research*, *Genocide Studies and Prevention*, *Holocaust and Genocide Studies*, etc.)
- Finally, write a clear, cogent, logically developed and grammatically correct 12 to 15 pages long paper (excluding bibliography) using either MLA, APA, or Turabian (Chicago Style) format.

### **\*Thoughts on Titles:**

A good research paper should have a good title. A good title should accomplish two goals:

1. It should be precise and academic. An effective title gives the reader a clear idea about the scholarly information that will be found in the paper.
2. It should be interesting. An effective title will catch the reader's attention and make the reader want to study the manuscript. Often, that catchy and precise title will only come to you after you've written your paper. Therefore, you will need a "working title" while you are preparing your paper proposal. Your working title simply needs to convey the content of your research paper. You can change it to a witty, swanky title when you submit your finished product. Some writers start with a pithy, precise, title and never change it. That is fine, too. Just ask yourself before you turn in your paper: Is my title precise and effective, and will it create interest in the paper? Is it academically appropriate? (avoid colloquialism, slang, etc.)

### **\*\*Thesis Statement:**

#### What is it?

A thesis statement is a strong statement that you can prove with evidence. It is not a simple statement of fact. A thesis statement should be the product of your own critical thinking after you have done some research. Your thesis statement will be the main idea of your entire research paper. It is what you shall argue in your paper. It can also be thought of as the angle or point of view from which you present your material.

When do I write it? You develop a thesis statement about your research topic after you have done some actual research into your topic. You will then present your thesis statement in your introduction, prove it with evidence in the body of your paper, and then restate it along with a summary of your evidence in your conclusion.

How long is it? A good thesis statement is brief. Some brilliant ones can be as short as one sentence; others may be a bit longer. A thesis statement should not be longer than a short paragraph.

### **\*\*\*Annotated Bibliography:**

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (3-5 sentences) descriptive and evaluative, of the book or essay. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited by the researcher.

### **What I Expect To See In A Research Paper and the Criteria Against Which I Shall Evaluate and Grade Your Paper:**

- That you can do academic research, using scholarly books and journals;
- That you demonstrate familiarity with "mainstream" academic/scholarly sources (books, journal articles, documents, etc.); this includes having the ability to discriminate between credible sources and "off-the-wall" sources;
- That you critically engage your research sources (reasonably agreeing and disagreeing, making your own reasoned and measured comments, etc.).
- That you can develop a thesis (that is, an argument, position, proposition about your topic), that you intelligently present it in writing (that is, that you convincingly explore/answer your research questions), and that you can clearly argue and "prove," if necessary, your thesis;
- That you have "stretched" your thinking (that's subjective on my part, I realize, but there are some things within the paper's organization, content, argument, use of sources, your own interpretation/analysis, writing that will help me to evaluate that);
- That you can write intelligently, correctly, logically, and coherently;
- That you make connections and draw conclusions;
- That your research paper evidences both quality and sufficiency of research sources; and
- That you meet the deadline for completing the research paper.

## Select Bibliography

Alex Alvarez, *Governments, Citizens, and Genocide: A Comparative and Interdisciplinary Approach*. Bloomington, IN: Indiana University Press, 2001.

George Andreopoulos, ed. *The Conceptual and Historical Dimensions of Genocide*. Philadelphia: University of Pennsylvania Press, 1994.

Frank Chalk and Kurt Jonassohn, *The History and Sociology of Genocide*. New Haven, CT: Yale University Press, 1990.

Israel W. Charny, ed., *The Encyclopedia of Genocide*, 2 vols. Santa Barbara, CA: ABC-CLIO, 1999.

Daniel Chirot and Clark McCauley. *Why Not Kill Them All? The Logic and Prevention of Mass Political Murder*. Princeton: Princeton University Press, 2006.

Michael N. Dobkowski and Isidor Wallimann, eds. *The Coming Age of Scarcity: Preventing Mass Death and Genocide in the Twenty-First Century*. Syracuse: Syracuse University Press, 1998.

Gareth Evans. *The Responsibility to Protect: Ending Mass Atrocity Crimes Once and for All*. Washington, DC: Brookings Institution Press, 2008.

Helen Fein, *Genocide: A Sociological Perspective*. London: Sage, 1993..

Robert Gellately and Ben Kiernan, eds., *The Specter of Genocide: Mass Murder in Historical Perspective*. Cambridge: Cambridge University Press, 2003.

John G. Heidenrich, *How to Prevent Genocide: A Guide for Policymakers, Scholars, and the Concerned Citizen*. Westport, CT: Praeger, 2001.

William Hewitt. *Defining the Horrific: Readings on Genocide and Holocaust in the 20th Century*. Englewood Cliffs, NJ: Prentice Hall, 2003.

Irving Louis Horowitz, *Taking Lives: Genocide and State Power*, 4<sup>th</sup> ed. New Brunswick, NJ: Transaction Publishers, 1997.

Richard G. Hovannisian, ed., ***Remembrance and Denial: The Case of the Armenian Genocide***. Detroit, MI: Wayne State University Press, 1999.

Kurt Jonassohn. ***Genocide and Gross Human Rights Violations in Comparative Perspective***. New Brunswick, NJ: Transaction, 1998.

Adam Jones. ed. ***Gendercide and Genocide***. Nashville: Vanderbilt UP, 2004.

-----, ed. ***Genocide, War Crimes, and the West: Ending the Culture of Impunity***. London, Zed Books, 2004.

Ben Kiernan. ***Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur***. New Haven: Yale University Press, 2009.

Alexandre Kimenyi and Otis L. Scott. ***Anatomy of Genocide: State-Sponsored Mass-Killings in the Twentieth Century***. :Edwin Mellen, 2001.

Leo Kuper, ***The Prevention of Genocide***. New Haven: Yale University Press, 1985.

-----, ***Genocide: Its Political Use in the Twentieth Century***. Harmondsworth: Penguin, 1981.

Raphael Lemkin, ***Key Writings of Raphael Lemkin on Genocide***. Compiled by PreventGenocide.org, <http://www.preventgenocide.org/lemkin>.

Mahmood Mamdani, ***Saviors and Survivors: Darfur, Politics, and the War on Terror***. New York: Doubleday, 2010.

Manus Midlarsky. ***The Killing Trap: Genocide in the Twentieth Century***. New York: Cambridge University Press, 2005.

Martha Minow, ***Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence***. Boston, MA: Beacon Press, 1998.

Norman M. Naimark. ***Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe***. Cambridge: Harvard UP, 2001.

Neal Riemer, ed., ***Protection Against Genocide: Mission Impossible?***  
Westport, CT: Praeger, 2000.

Carol Rittner and John K. Roth, eds. ***Rape: Weapon of War and Genocide.***  
St. Paul, MN: Paragon House, 2012.

Dinah Shelton, ed., ***Encyclopedia of Genocide and Crimes Against Humanity.*** 3 vols. Detroit, MI: Macmillan Reference, 2005.

Ervin Staub, ***The Roots of Evil: The Origins of Genocide and Other Group Violence.*** Cambridge: Cambridge University Press, 1989.

Samuel Totten and William S. Parsons, eds. ***Century of Genocide: Critical Essays and Eyewitness Accounts.*** 4th ed. London: Routledge, 2012.

Samuel Totten and Paul Bartrop, eds. ***The Genocide Studies Reader.*** New York: Routledge, 2009.

Benjamin A. Valentino. ***Final Solutions: Mass Killing and Genocide in the 20th Century.*** Ithaca: Cornell University Press, 2005.

James Waller, ***Becoming Evil: How Ordinary People Commit Genocide and Mass Killing.*** Oxford: Oxford University Press, 2002.

Weitz, Eric D. ***A Century of Genocide: Utopias of Race and Nation.***  
Princeton: Princeton University Press, 2003.

### Journals

*Journal of Genocide Research*

*Genocide Studies and Prevention*

*Holocaust and Genocide Studies*

*Patterns of Prejudice*

### Websites (they all seemed to work for me!)

Genocide Watch ([www.genocidewatch.org](http://www.genocidewatch.org))

USHMM Voices on Genocide Prevention Podcast  
(<http://blogs.ushmm.org/COC2>)

Political Instability Task Force (<http://globalpolicy.gmu.edu/pitf/>)

Center for Systematic Peace ([www.systemicpeace.org](http://www.systemicpeace.org))

International Association of Genocide Scholars ([www.genocidescholars.org](http://www.genocidescholars.org))

Prevent Genocide International ([www.preventgenocide.org](http://www.preventgenocide.org))

Prevent Genocide Now ([www.genocidepreventionnow.org](http://www.genocidepreventionnow.org))