

Genocide

PL 228

Summary of Course Content:

Ethnopolitics has been crucial in shaping politics and societies in recent time. It is frequently at the heart of disputes of international importance. The course covers different forms of identity politics including ethnopolitics, ethnic cleansing, and genocide, as manifested in the 20th and 21st centuries. We consider the politics of identity within the historical perspective, and also set in the international context. The program covers the Nazi and Communist genocides, European ethnic cleansing, and genocide including the cases of Armenia, Balkans, Ukraine, the Roma, Cambodia, Rwanda, and the Darfur region. Other specific current case studies of genocide may be analysed. Conceptualizations, theories, and the scholarly debate related to genocide as a political phenomenon are covered in a comparative way. Investigation of genocide across regions and time periods will be combined with the review of the debate about genocide's definition, its development in these two centuries, patterns characterizing its occurrence, and hypothesized causes (whose identification can be controversial and difficult given the long historical run-up between causal agents and eventual ethnic hostilities). Genocide is also analysed as an international crime, together with the range of legal actions and Human Right Instruments presently addressing it. A major objective is to examine the causes of genocide and how genocide might be prevented. The class format includes lectures, discussion, team work, presentations, and audio-visual materials. The students will be asked to produce a research project, making extensive personal use of information and communication technology. Guest speakers and field trips are planned.

Course aims:

This course attempts to provide the student with a general understanding of identity politics and its realities in terms of ethnopolitics, ethnic cleansing, and genocide. Priority is given to conceptualization of different phenomena, their historical development and their interconnection within the global context. Critical thinking and comparative analysis will be applied to achieve a clear understanding of ethnopolitics in globalized society.

Learning outcomes:

Students will learn how to critically analyse processes and concepts related to ethnopolitics, ethnic cleansing, and genocide. They will be able to relate politics, events, and players within the political arena. Students will learn to contextualize and explain the process of identity politics and relate it to current international events. Students will be capable of critical analysis applied to the changing realities of identity politics in a global context. Students will develop an ability to conduct basic research, and organize and present their findings in a logical and independent way.

Textbook:

- Jones A., *Genocide: A Comprehensive Introduction*. London, 2017. ISBN 9781138780439
- Valentino B., *Final Solutions: Mass Killing and Genocide in the Twentieth Century*. Ithaca, 2005. ISBN 9780801472732
- The Economist, The International New York Times: "On genocide", 2017-2018.
- Supplementary Reading Materials to be assigned (*assigned readings*)

Required reserved reading:

- Rummel R. J., *Lethal Politics: Soviet Genocide and Mass Murder Since 1917*. Rutgers, 1996. ISBN 9781560008873
- Appelbaum A., *Gulag: A History*. Penguin, 2003. ISBN 9780140283105
- Hitler A., *Mein Kampf* (The Ford Translation). Elite Minds, 2010. ISBN 9780984158423

Recommended reserved readings:

- Bauman Z., *Modernity and the Holocaust*. Polity, 2001. ISBN 9780801480324
- Jones A., *Crimes Against Humanity: A Beginner's Guide*. Oneworld, 2009. ISBN 9781851686018
- Totten S. (ed.), *The Genocide Studies Reader*. Routledge, 2009. ISBN 9780415953955
- Lieberman B., *Terrible Fate: Ethnic Cleansing in the Making of Modern Europe*. London, 2006. ISBN 9781442223196

Program:

- Unit 1 Introduction. Methodology. Definitions. *(assigned readings)*
(Jan. 15, 17)
- Unit 2 The Origins of Genocide. Mass Killing and Genocide. Comparative Genocide Studies.
(Jan. 22, 24) *(Jones, p.1-38; Valentino, p.1-29; assigned readings)*
- Unit 3 Colonial and Imperial Genocides. War, and Social Revolution. The Perpetrators and the Public.
(Jan. 29, 31) *(Jones, p.39-87; Valentino, p.30-65; assigned readings)*
- Unit 4 State and Empire. War and Revolution. Genocide of Indigenous Peoples. The Strategic Logic of Mass Killing.
(Feb. 5, 7) *(Jones, p.88-199; Valentino, p.66-90; assigned readings)*
- Unit 5 Rwanda. The African Background to Genocide. Genocidal Frenzy. Congo. Darfur. Class Discussion.
(Feb. 12, 14, 16) *(Jones, p.470-524; Valentino, p.178-195; assigned readings)*
- Unit 6 The Armenian Genocide. War, Massacre, and Deportation. Imperial and National State.
(Feb 19, 21) *(Jones, p.200-257; Valentino, p.152-166; assigned readings)*
- Unit 7 Blood Lands: Eastern Europe and Russia. Migration, mass killing, war, revolution, insurrection, and pogrom.
(Feb. 26, 28)* *(assigned readings)*

* MIDTERM EXAM

- Unit 8 Nazi Ideology, Regime and Society. Hitler. Anti-Judaism/Anti-Semitism. Ordinary Germans and the Nazis.
(Mar. 5, 7) *(Jones, p.318-339; Valentino, p.166-170; assigned readings)*
- Unit 9 The Jewish Holocaust. Discrimination, Ghettoization, Extermination. Auschwitz-Birkenau. Jewish Resistance.
(Mar. 12, 14) *(Jones, p.340-391; Valentino, p.170-178; assigned readings)*
- Unit 10 Communist Soviet Ideology, Regime and Society. Collectivization and Famine. Stalin's Terror. Gulag. Katyn.
(Mar. 19, 21)* *(Jones, p.258-281; Valentino, p.91-117; assigned readings)*

* PROJECT PROPOSAL

- Unit 11 Case Study Discussion. Communist Chinese Ideology, Regime and Society. China and Maoism. Tibet.
(Mar. 26, 28) *(Jones, p.282-317; Valentino, p.117-132; assigned readings)*
- Unit 12 Cambodia and the Khmer Rouge. Bosnia and Kosovo. Guatemala. Afghanistan. The Roma People.
(Apr. 9, 11) *(Jones, p.392-469; Valentino, p.132-151; assigned readings)*
- Unit 13 The Future of Genocide. Memory and Denial. International Criminal Tribunals. National Trials.
(Apr. 16, 18) *(Jones, p.661-748; Valentino, p.196-233; assigned readings)*
- Unit 14 Justice and Truth. Strategies of Intervention and Prevention. Class Discussion. Conclusion.
(Apr. 23)* *(Jones, p.749-797; Valentino, p.234-253; assigned readings)*

* FINAL RESEARCH PROJECT * PORTFOLIO

*(Apr. 29 – May 4, t.b.s. *)*

* FINAL EXAM

Films/Audiovisual Materials Sessions:

- (1. Jan. (date t.b.s.) at 19:30) "on Africa"*
- (2. Feb. (date t.b.s.) at 19:30) "on Armenians"*
- (3. Mar. (date t.b.s.) at 19:30) "on Shoah"*
- (4. Apr. (date t.b.s.) at 19:30) "on Communism"*

NOTE:

The syllabus schedule may undergo reasonable changes in relation to guest speakers, field trips, make-ups, discussions, events, and other contingencies

Course requirements:

Two in-class Exams (midterm exam and final exam).
A Final Research Project (with a Portfolio).
A Presentation and Reports in class.
Regular attendance and participation in class.

Exams:

The midterm and final exam have the same format. The exams consist of two parts of equal value. The first part is an essay, the student will choose from one of three proposed themes, and will write a well-organized essay. The second part of the exam consists of ten terms to be concisely defined.

Final Project:

The final paper (3,000 words) will be on any topic of the student's choice related to the class program. The topic should be precisely defined and worthy of investigation. An electronic version of the project must be given to the instructor in class, in person, during any of the last four classes. Files sent by email are not accepted. The deadline is the last class. No materials will be accepted past the deadline. To produce the final project, students will receive written instructions in class. During the semester, students will show the instructor their final project work in progress and receive checks. **Portfolio:** In order to produce their final papers, students will keep a portfolio of research materials during the semester. The portfolio will be shared with, and evaluated by the instructor. The production of the final paper is a work in progress during the semester. The portfolio and the paper project are progressive steps toward completion of the final paper. A portfolio containing samples of reference materials must be attached to the final project.

In-class Presentation:

Students are required to give a short individual or team presentation on a specific topic of their choice, approved by the instructor and related to the class program. The presentation will be well-organized, concise, and include (when opportune) audio-visual and electronic materials. A draft presentation must be submitted to the instructor before presenting in class. An electronic version of the presentation must be given to the instructor in class, in person, during any of the last three classes. Files sent by email are not accepted. The deadline is the last class. No materials will be accepted past the deadline.

Assessment Methods:

Class participation: 10%
Midterm exam: 20%.
Presentation and other assignments: 15%.
Final exam: 25%.
Final project (with project proposal and portfolio): 30%.
Improvement over the semester will be rewarded.

Letter grades correspond to the numerical scale:

A to A- = 100% to 90%. B+ to B- = 89% to 80%. C+ to C- = 79% to 70%. D+ to D- = 69% to 60%. F = <60%.

Assessment Criteria:

A. Work of this quality directly addresses the question or problem raised and provides a coherent argument displaying an extensive knowledge of relevant information or content. This type of work demonstrates the ability to critically evaluate concepts and theory and has an element of novelty and originality. There is clear evidence of a significant amount of reading beyond that required for the course.

B. This is highly competent level of performance and directly addresses the question or problem raised. There is a demonstration of some ability to critically evaluate theory and concepts and relate them to practice. Discussions reflect the student's own arguments and are not simply a repetition of standard lecture and reference material. The work does not suffer from any major errors or omissions and provides evidence of reading beyond the required assignments.

C. This is an acceptable level of performance and provides answers that are clear but limited, reflecting the information offered in the lectures and reference readings.

D. This level of performances demonstrates that the student lacks a coherent grasp of the material. Important information is omitted and irrelevant points included. In effect, the student has barely done enough to persuade the instructor that s/he should not fail.

F. This work fails to show any knowledge or understanding of the issues raised in the question. Most of the material in the answer is irrelevant.

Attendance requirements:

A maximum of four absences are allowed throughout the semester. Any additional absence will result in a penalization of one grade level (e.g.: from B+ to B for five absences, B+ to B- for six absences, B- to C+ for seven absences, etc.). Two latenesses count for one absence. Attendance will be taken at the beginning of each class by calling students' names. Students not answering will be marked absent. Students arrived late will ask the instructor to be marked late at the end of the class, after which attendance records will not be modified.

Use of Computers in class:

The use of personal computers and technological devices in class is **not** permitted except for taking notes, or contributing to class activity during designated times. Students not respecting the rule will be penalized by getting no points in the Class Participation requirement (worth 10% of the final grade). Recording and filming in class is not allowed.

Library sessions:

The class will meet sometimes in the library to receive instruction on electronic tools and sources. Individual assistance will be provided to the students for their research. To be announced.

Guest speakers:

Guest speakers expert in the fields related to the program may be invited during the semester. To be announced.

Field trips:

Field trips may be scheduled during the semester in connection with on-going cultural events of interest in Rome. To be announced.

Recommended films:

Some class viewing may be scheduled during the semester. To be announced.

Holland A., *Europa Europa*. Spielberg S., *Schlinder's List*. Kusturica E., *The Time of the Gypsies*. George T., *Hotel Rwanda*. Lanzmann C., *Shoah*. Klos E., Kadar J., *The Shop on Main Street*. Mancevski M., *Before the Rain*. Wajda A., *Man of Marble*. Benigni R., *Life is Beautiful*. Egoyan A., *Ararat*. Joff  R., *Killing Fields*. Taviani P. A., *The Lark Farm*. Zwick E., *Defiance*. Wajda A., *Katyn*. Holland A., *In Darkness*.

Journals:

Holocaust and Genocide Studies, *Genocide Studies and Prevention*, *Journal of Genocide Research*, *Minority Rights Group Reports*. *Nationalities Papers*. *Ethnic and Racial Studies*.

Academic honesty

As stated in the university catalog, any student who commits an act of academic dishonesty will receive a failing grade on the work in which the dishonesty occurred. In addition, acts of academic dishonesty, irrespective of the weight of the assignment, may result in the student receiving a failing grade in the course. Instances of academic dishonesty will be reported to the Dean of Academic Affairs. A student who is reported twice for academic dishonesty is subject to summary dismissal from the University. In such a case, the Academic Council will then make a recommendation to the President, who will make the final decision.

Students with learning or other disabilities

John Cabot University does not discriminate on the basis of disability or handicap. Students with approved accommodations must inform their professors at the beginning of the term. Please see the website for the complete policy.

This syllabus is on line: www.gabrielesimoncini.it
