

The Politics of Genocide

PL 399B

Course description:

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 Jewish Holocaust, 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 analyzed. 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 analyzed 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 audiovisual 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 goals:

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 analyze 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.

Required reading:

- Jones A., *Genocide: A Comprehensive Introduction*. London, 2007.
- Valentino B., *Final Solutions: Mass Killing and Genocide in the Twentieth Century*. Ithaca, 2005.
- Lieberman B., *Terrible Fate: Ethnic Cleansing in the Making of Modern Europe*. London, 2006.
- The Economist, The International Herald Tribune: "On genocide", 2009.
- Supplementary Reading Materials to be assigned (*assigned readings*)

Recommended readings:

- Hamburg D. A., *Preventing Genocide: Practical Steps toward Early Detection and Effective Action*. London, 2008.
- Shaw M., *What is Genocide*. New York, 2007.
- Rothschild J., *Ethnopolitics. A Conceptual Framework*. New York, 1981.
- Connor W., *Ethnonationalism. The Quest for Understanding*. Princeton NJ, 1994.
- Smith R. K. M., *Textbook on International Human Rights*. Oxford, 2007.
- Donnelly J., *Universal Human Rights in Theory and Practice*. Ithaca, 2003.

General readings:

- Goldhagen D. J., *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*. New York, 1996.
- Miller D. E., *Survivors: An Oral History of the Armenian Genocide*. San Francisco, 1999.
- Cigar N., *Genocide in Bosnia: The Policy of Ethnic Cleansing*. Dallas, 2005
- Melvern L., *Conspiracy to Murder: The Rwanda Genocide*. New York, 2006.
- Totten S., Markusen E., *Genocide in Darfur: Investigating the Atrocities in the Sudan*. London, 2006.
- Bergen D., *War and Genocide: A Concise History of the Holocaust*. Landman MD, 2003.

Program:

<u>Unit 1</u> (Jan. 19, 21)	Introduction. Methodology. Definitions.	(assigned readings)
<u>Unit 2</u> (Jan. 26, 28)	The Origins of Genocide. Mass Killing and Genocide. Comparative Genocide Studies.	(Jones, p.1-38; Valentino, p.1-29; assigned readings)
<u>Unit 3</u> (Feb. 2, 4)	Colonial and Imperial Genocides. War, and Social Revolution. The Perpretrators and the Public.	(Jones, p.39-63; Valentino, p.30-65; assigned readings)
<u>Unit 4</u> (Feb. 9, 11)	Genocide of Indigenous Peoples. The Srategic Logic of Mass Killing.	(Jones, p.67-100; Valentino, p.66-90; assigned readings)
<u>Unit 5</u> (Feb. 16, 18)	The Armenian Genocide. War, Massacre, and Deportation.	(Jones, p.101-123; Valentino, p.152-166; assigned readings)
<u>Unit 6</u> (Feb. 23, 25)	Communist Mass Killing. Collectivization and Famine. Stalin's Terror. National Minorities. The Gulag.	(Jones, p.124-146; Valentino, p.91-117; assigned readings)
<u>Unit 7</u> (Mar. 2, 4*)	The Jewish Holocaust. Ordinary Germans and the Nazis. Jewish Resistance. Auschwitz-Birkenau.	(Jones, p.147-184; Valentino, p.166-178; assigned readings)
	* MIDTERM EXAM	
<u>Unit 8</u> (Mar. 9, 11)	Cambodia and the Khmer Rouge. War and revolution. Genocidal Ideology. Buddhists and Ethnic Minorities.	(Jones, p.185-211; Valentino, p.132-151; assigned readings)
<u>Unit 9</u> (Mar. 16, 18)	Bosnia and Kosovo. Gendercide and Genocide. Communist Mass Killing in China.	(Jones, p.212-231; Valentino, p.117-132; assigned readings)
<u>Unit 10</u> (Mar. 30, Apr.1)	Holocaust in Rwanda. Background to Genocide. Genocidal Frenzy.	(Jones, p.232-257; Valentino, p.178-195; assigned readings)
<u>Unit 11</u> (Apr. 6, 8)	Sociology and Anthropology of Genocide. Counter guerrilla Mass Killing. Guatemala, Afghanistan.	(Jones, p.261-306; Valentino, p.196-233; assigned readings)
<u>Unit 12</u> (Apr. 13, 15)	Political Science and International Relations. Empirical Investigations. Democracy and Genocide.	(Jones, p.307-341; assigned readings)
<u>Unit 13</u> (Apr. 20, 22)	The Future of Genocide. Genocide Denial. International Criminal Tribunals. Humanitarian Intervention.	(Jones, p.345-409; Valentino, p.234-253; assigned readings)
<u>Unit 14</u> (Apr. 27, 29*)	Conclusion. Review.	(assigned readings)
	* FINAL PAPER * PORTFOLIO	
(May 2 – 8, tba*)	* FINAL EXAM	

Course requirements:

Two in-class Exams (midterm exam and final exam).

A Research project proposal & annotated bibliography.

A Final Paper (with a Portfolio).

A Presentation.

Regular attendance and participation in class.

Exams: The midterm and final exam have the same format. The exam will have two parts of equal value. The first part is an essay, the student will choose 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. **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.

Final paper format:

Cover page

- title, student's name, course name, instructor's name, semester, year.

Text pages

- a well organized research paper with an introduction, a body with critical analyses and evidence presented, and conclusion.

Additional materials (when appropriate) - charts, maps, photos, other materials.

Bibliography pages, listing the journal articles and electronic references.

Presentation: Students are encouraged to give a short individual or team presentation on a specific topic of their choice related to the class program. The presentation will be well-organized, concise, and include (when opportune) audiovisual and electronic materials.

Assessment:

The final grade will be computed as follows:

Midterm exam: 25%.

Final exam: 25%.

Final project with portfolio: 30%.

Presentation, class participation, and other assignments: 20%.

Absences, lateness, and missed deadlines will lower the final grade by 10%.

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%.

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, who are 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 ongoing cultural events of interest in Rome. To be announced.

Recommended films:

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

A. Holland, *Europa Europa*. S. Spielberg, *Schindler's List*. M. Mancevski, *Before the Rain*. E. Kusturica, *The Time of the Gypsies*. C. Lanzmann, *Shoah*. E. Klos, J. Kadar, *The Shop on Main Street*. R. Benigni, *Life is Beautiful*. A. Wajda, *Katyn*. R. Joffé, *Killing Fields*. T. George, *Hotel Rwanda*. A. Egoyan, *Ararat*.

Journals:

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

Internet sites:

<http://www.ess.uwe.ac.uk>

<http://migs.concordia.ca>

<http://www.chgs.umn.edu>

<http://www.ushmm.org>

<http://www.ushmm.org/wlc/en>

<http://www.yale.edu>

This syllabus is on line: www.gabrielesimoncini.it

Please refer to the university catalog for the attendance and absence policy.

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.