

GENOCIDE: SOCIOLOGICAL AND POLITICAL PERSPECTIVES

Fall 2018

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Course Description

This course examines theoretical and methodological issues related to genocide and crimes of mass atrocity from an interdisciplinary perspective. Many empirical cases will be examined to trace the effects of these acts of mass violence. The course begins by analyzing the definition of genocide provided by the 1948 UN Genocide Convention and focus on how issues of race, gender, class, and indigeneity have factored into dehumanization and violence. We will examine recent debates and alternative theoretical models by referring to selected contemporary cases. This will also provide students with an opportunity to assess prospects for preventing genocide and other mass atrocities, by analyzing the role that domestic and international courts, tribunals, and policies established by international organizations have played in the punishment and deterrence of international crimes.

Course Objectives

By the end of the course students should be able to:

- Distinguish and interrelate the concepts of 'crimes against humanity', 'genocide', 'ethnic cleansing', and 'war crimes' as applied to particular cases.
- Explain the social and political factors that shaped historical cases of mass atrocity crimes.
- Identify social, cultural, and political trends associated with mass violence, including demonization, exclusion, dehumanization, and gender-based oppression.
- Generate recommendations about the proper role of the international community in responding to crimes against humanity, in terms of prevention, intervention, and post-conflict justice.

Required Materials and Texts

- Jones, Adam. 2017. *Genocide: A Comprehensive Introduction*. Third Edition. New York: Routledge.
- Students will also be assigned articles from academic journals or other sources concerning specific topics for discussion. These readings will be available electronically through the McMaster libraries and/or posted on Avenue to Learn. In order to fully comprehend and be prepared for class discussions, students should complete assigned readings prior to class.

Class Format

This course is taught over 13 sessions, comprising of two one-hour lectures and one-hour tutorial sessions per week. Students are expected to participate actively and complete the weekly assigned readings. The lecture sessions will be conducted in an interactive format with students having the opportunity to and being encouraged to ask

questions concerning the information provided. The tutorial sessions conducted by teaching assistants from the department of Political Science provide a more informal, guided and intensive discussion concerning course material.

Course Evaluation – Overview

1. Research Essay Proposal – 10%, due week of October 2
2. Mid-Term Take Home exam – 30%, distributed Oct. 24, due October 31.
3. Participation – 20%
4. Research Paper – 40%, due December 5

Course Evaluation – Details

Research Essay Proposal (10%), due week of Oct 2

Research paper and annotated bibliography including five academic sources based on a case study from the course (or one approved by your TA) and analyze it by applying the concepts and topics discussed in class. NOTE: Final essay will not be accepted unless a previous research proposal has been handed in. There are NO exceptions to this requirement. Proposal must be submitted in tutorial during the week of October 2.

Mid-Term Take-Home exam (30%), due Oct 31

The take-home exam will be distributed on October 24 drawing on concepts, themes, theories, and case studies discussed in lecture. It will be DUE ON October 31 at the beginning of the lecture. The take-home will be based on material covered to that point in the course.

Participation (20%)

Tutorials provide students with an opportunity to enhance their learning and engage with course concepts and ideas through discussion, group collaboration and debate. In order for tutorials to be effective and conducive to student learning they are expected to participate consistently and effectively in their respective tutorial groups. Assessment will be based upon attendance (10%) and participation (10%).

Final Research Paper (40%), due Dec 5

The major essay for this course will be an independent argumentative essay with an original research component based on five academic courses (above and beyond those articles discussed in class). The essay is required to be 10-12 typed (12 pt. font) double spaced pages, or between 2500-3000 words. Essays must be formatted using Chicago style. (An assignment sheet explaining the major essay in detail will be distributed and discussed in class). The paper must be submitted at the beginning of class on December 5th.

Your paper should:

1. Apply concepts and approaches from our lectures and readings to your topic;
2. Conduct additional independent and original research using academic journals and books; and
3. Compose an original analytical argument related to the topic. The essay will be submitted via digital Dropbox on Avenue to Learn

Weekly Course Schedule and Required Readings

Part I: Conceptual Foundations of Genocide

Week 1 (September 4, 5)

September 4 – Course Introduction

Readings: None

Notes: Overview of Course syllabus and expectations

September 5 – What is Genocide?

Readings:

- [UN Genocide Convention](#)
- [The 8 Stages of Genocide](#)

Week 2 (September 11, 12)

Conceptions of Genocide cont

Readings:

- Jones, Adam. Chapter 1: “The Origins of Genocide.”
- Lemkin, Raphael. 1947. “[Genocide as a Crime under International Law.](#)” *American Journal of International Law* 41 (1): 145–51.
- Shaw, Martin. 2013. “The Concept of Genocide: What Are We Preventing?” in *Genocide, Risk and Resilience: An Interdisciplinary Approach*, eds. Bert Ingelaere et al, 23-35.

Notes: September 12 is the last day for enrolment and course changes

Week 3 (September 18, 19)

Crimes against Indigenous Peoples of North America

Readings:

- Jones, Adam. Chapter 3: “Genocides of Indigenous Peoples.”
- Ladner, Kiera. 2014. “Political Genocide: Killing Nations through Legislation and Slow-Moving Process,” in *Colonial Genocide in Indigenous*

North America, eds. Andrew John Woolford, et al. Durham: Duke University Press, 226-245.

- Hall, Anthony J. 2018. "[A National or International Crime? Canada's Indian Residential Schools and the Genocide Convention.](#)" *Genocide Studies International* 12 (1): 72–91..
- MacDonald, David B. 2014. "Genocide in the Indian Residential Schools: Canadian History through the Lens of the UN Genocide Convention," in *Colonial Genocide in Indigenous North America*, eds. Andrew John Woolford, et al. Durham: Duke University Press, 306-325.

Part II: Forgetting, Remembering and Hidden Genocide Cases

Week 4 (September 25, 26)

September 25 – NO LECTURE

Notes: This class is dedicated to working on research proposal.

September 26 - The Ottoman Empire and Politics of Denial

Readings:

- Jones, Adam. Chapter 4: "The Ottoman Destruction of Christian Minorities."
- Travis, Hannibal. 2014. "Constructing the 'Armenian Genocide': How Scholars Unremembered the Assyrian and Greek Genocides in the Ottoman Empire," in *Hidden Genocides: Power, Knowledge, Memory*, eds. Alexander Laban Hinton et. al, 170-192. New Brunswick: Rutgers University Press.
- Hovannisian, Richard G. 2015. "Denial of the Armenian Genocide 100 Years Later: The New Practitioners and Their Trade." *Genocide Studies International* 9 (2): 228–47. <https://doi.org/10.3138/gsi.9.2.04>.
- Atto, Naures. 2016. "What Could Not Be Written: A Study of the Oral Transmission of Sayfo Genocide Memory Among Assyrians." *Genocide Studies International* 10 (2): 183–209. <https://doi.org/10.3138/gsi.10.2.04>.

Week 5 (October 2, 3)

The Holocaust and Historiographical Debate

Readings:

- Bauman, Zygmunt. 2000. *Modernity and the Holocaust*, 1-30. New York: Cornell University Press.
- Moses, A. Dirk. 2014. "Does the Holocaust Reveal or Conceal Other Genocides?: The Canadian Museum for Human Rights and Grievable Suffering," in *Hidden Genocides: Power, Knowledge, Memory*, eds. Alexander Laban Hinton et. al, 21–51. New Brunswick: Rutgers University Press.

- Linke, Uli. 2002. "Archives of Violence: The Holocaust and the German Politics of Memory," in *Annihilating Difference: The Anthropology of Genocide*, edited by Alexander Laban Hinton, 229–71. Berkeley: University of California Press.

Notes: Proposal due in tutorials this week.

Week 6 (October 9, 10)

Reading Week. No classes! 😊

Week 7 (October 16, 17)

The Soviet Union, Communist China and Structural Violence

Readings:

- Jones, Adam. Chapter 5: "Stalin and Mao."
- Katchanovski, Ivan. 2010. "[The Politics of Soviet and Nazi Genocides in Orange Ukraine](#)." *Europe-Asia Studies* 62 (6): 973–97.
- Mace, James E. 2013. "Soviet Man-Made Famine in Ukraine," in *Centuries of Genocide: Essays and Eyewitness Accounts*, eds. by Samuel Totten et. al. 4th ed., 157–90. New York: Routledge.

Week 8 (October 23, 24)

Cambodia and the Khmer Rouge

Readings:

- Jones, Adam. Chapter 7: "Cambodia and the Khmer Rouge."
- Jones, Adam. Chapter 11: "The Sociology and Anthropology of Genocide."
- Kiernan, Ben. 2013. "The Cambodian Genocide, 1975-1979," in *Centuries of Genocide: Essays and Eyewitness Accounts*, edited by Samuel Totten and William S. Parsons, 4th ed. New York: Routledge.

Notes: Take-Home Exam (Mid-Term) distributed in lecture on October 24.

Week 9 (October 30, 31)

Rwanda and Gendered Violence

Readings:

- Jones, Adam. Chapter 9: "Genocide in Africa's Great Lakes Region."
- Jones, Adam. Chapter 13: "Gendering Genocide."
- Hedlund, Anna. 2018. "'We Are Not Part of Their War': Hutu Women's Experiences of Rebel Life in the Eastern DRC Conflict," in *A Gendered Lens for Genocide Prevention*, eds. Mary Michele Connellan et. al., 111–32. London: Palgrave Macmillan.

Notes: Take-Home Exam (Mid-Term) due in Lecture on October 31.

Week 10 (November 6, 7)

The former Yugoslavia and Ethnic Entrepreneurship

Readings:

- Jones, Adam. Chapter 8 :”Bosnia and Kosovo.”
- Jones, Adam. Chapter 10: “Psychological Perspectives.”
- Carmichael, Cathie. 2003. “Nationalism, Violence and the Destruction of Tradition,” in *Ethnic Cleansing in the Balkans: Nationalism and the Destruction of Tradition*. London; New York: Routledge.

Notes: Last day for withdrawing from course without failure by default.

Week 11 (November 13, 14)

South African Apartheid and Post-Atrocity Justice

Readings:

- Jones, Adam. Chapter 15: “Justice, Truth, Redress.”
- Mamdani, Mahmood. 2001. “[A Brief History of Genocide](#).” *Hutchins Center for African and African American Research* 87: 26–47.
- Mamdani, Mahmood. 2001. “Defining the Crisis of Postcolonial Citizenship: Settler and Native as Political Identities,” in *When Victims Become Killers: Colonialism, Nativism, and the Genocide in Rwanda*, 19–40. Princeton, N.J: Princeton University Press.

Week 12 (November 20, 21)

Sudan and the Responsibility to Protect

Readings:

- Totten, Samuel. 2013. “Genocide in Darfur, Sudan,” in *Centuries of Genocide: Essays and Eyewitness Accounts*, eds., by Samuel Totten et. al, 4th ed. New York: Routledge.
- Straus, Scott. 2006. “Rwanda and Darfur: A Comparative Analysis.” *Genocide Studies and Prevention* 1 (1): 41–56.
<https://doi.org/10.1353/gsp.2011.0009>.
- Verhoeven, Harry, Ricardo Soares de Oliveira, and Madhan Mohan Jaganathan. 2016. “[To Intervene in Darfur, or Not: Re-Examining the R2P Debate and Its Impact](#).” *Global Society* 30 (1): 21–37.

Part III: Bearing Witness and Preventing Modern Genocide

Week 13 (November 27, 28)

Modern Cases

Readings:

- Marczak, Nina. 2018. "A Century Apart: The Genocidal Enslavement of Armenian and Yazidi Women," in *A Gendered Lens for Genocide Prevention*, eds. Mary Michele Connellan et. al, 133–62. London: Palgrave Macmillan.
- Levine, Mark, and Eric Cheyfitz. 2017. "[Israel, Palestine, and the Language of Genocide](#)." *Tikkun* 32 (2): 50–55.
- Ibrahim, Azeem. 2016. "Implications for the Rohingyas (2008-2015)," in *The Rohingyas: Inside Myanmar's Hidden Genocide*. London: Hurst & Company.

Week 14 (December 4, 5)

Prevention, Reconciliation and Redress of Genocide

Readings:

- Gallagher, Adrian. 2015. "[The Promise of Pillar II: Analysing International Assistance under the Responsibility to Protect](#)." *International Affairs* 91 (6): 1259–75.
- Staub, Ervin. 2000. "[Genocide and Mass Killing: Origins, Prevention, Healing and Reconciliation](#)." *Political Psychology* 21 (2): 367–82.
- Macdonald, David B. 2013. "[Reconciliation after Genocide in Canada: Towards a Syncretic Model of Democracy](#)." *AlterNative: An International Journal of Indigenous Peoples* 9 (1): 60–73.

Notes: Final Research Paper due in lecture on December 5.

Course Policies

Submission of Assignments

- Digital Submissions: The written assignments in this course will be submitted via the digital Drop-Box function on Avenue to Learn, found under the Assessments tab. Many file types are compatible with the submission system, including Microsoft Word, WordPerfect, PostScript, Adobe Acrobat (.pdf), or Rich Text (.rtf) files. If your word processing program uses a file type not listed here, please contact the instructor to check compatibility.
- As a last resort, assignments can be submitted to the box outside of the political science office. Assignments will not be accepted by the Department of Political Science Office staff or that are slipped under the instructor's or any other door.

Papers received by e-mail or fax will not be accepted without the prior express permission of the instructor on each assignment.

- In the event that students are unable to attend class or complete required assignments and have submitted the appropriate documentation to their faculty or received the approval of the instructor for the incomplete work, the instructor reserves the right re-allocate the missed grades to other assignments.

Research Proposal

A good strategy is to look through the course textbook and course outline to find a topic that interests you. You may wish to pursue one of the subjects or case studies discussed. The proposal is to be submitted to your T.A in tutorial for Week 5 via Avenue to Learn. The length is 800-1000 words double spaced including annotated bibliography.

Your proposal needs to communicate the following to ensure as much detail as possible.

1. Briefly state the general area of research and the topic that you intend to pursue.
2. Pose your central research question. A single sentence focusing on a single issue, case, comparison. A good research question should pose 'why' or 'how' as opposed to a 'what' question. Avoid a question based solely on historical information and ensure your paper is argumentative.
3. Explain how the proposed topic relates to the material of the course. Indicate how this focuses on genocide and what terms, topics, and case(s) your paper will focus on.
4. Secondary questions and concepts. Include 2 main terms that you will interrogate for this paper based on brief research completed, ex. difference between genocide and gendercide, mass atrocities, violence, human rights. List any secondary questions that you need to answer to move toward answering the central research question.
5. Provide an annotated bibliography which includes the main or most important sources relevant to your topic. This is like a regular bibliography, but it also includes short summaries of the article/book (3 sentences) and why it would be useful for your project. For this you might want to use the abstracts listed in a Periodicals Index such as the PAIS International or Social Sciences Abstracts, available through the library's e-resources. Alternatively, you can find the books or articles themselves, and read the introductions and conclusions in order to get a general idea of what the article / book is about. You need 5 academic journal articles and 5 books.

DUE: October 2, 2018

LENGTH: 800-1000 words including annotated bibliography

WEIGHT: 10% of final grade

Take-Home Exam (Mid-Term)

The mid-term exam will be based on all materials covered until October 17 in the lectures and assigned readings in the course. The mid-term exam will provide a summary of the course for students and an opportunity to apply the material they have learned over half the course of the term. The exam will be in take home format – administered on October 17, 2018 and due in class on October 24, 2018.

DUE: October 24, 2018 in lecture (late penalty in effect)

LENGTH: 3 questions. 500-750 words for each question. 12 pt. font.

WEIGHT: 30% of final grade

Final Research Paper

The purpose of the research paper is demonstrate your learning to others by researching a topic of your choice. The topic of your paper must follow the research/paper proposal that you have handed in earlier, as modified by the comments you received and any discussions you have had with your TA subsequently. It must reflect one of the themes from the course. The paper is to be submitted via Avenue to Learn.

Your paper should include:

- An introduction which contains: description of the intellectual problem you are investigating; a thesis statement in the introduction which sets out your argument; a brief description of the plan or parts of the paper.
- The body of the paper which develops your argument. It offers an interpretation of the evidence you have uncovered. It weighs evidence in favour and against your particular argument.
- A conclusion which discusses of the implications of your argument and suggests new research questions that arise from your paper
- Paper must be properly reference using Citation style: Chicago Manual of Style (CMOS) For more information see the 'Citation and Style Guides' tab at: <https://library.mcmaster.ca/guides/political-science>
- Bibliography (not annotated!)

DUE: December 5, 2018

LENGTH: 2500-3000 words excluding bibliography and title page.

**Include word count on title page.

WEIGHT: 40% of final grade

Citation Styles

Citation Styles: The preferred citation style for this course is the [Chicago Manual of Style](#) (CMOS) of in-text citations.

Problems or Issues

Your first point of contact for most issues will be your teaching assistant. I am happy to talk to you in my office during office hours. Alternatively, you can book an appointment to see me at a more convenient time. I will not respond to student e-mails in the evening or on weekends.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Students should make all reasonable attempts to submit papers on the due date. Late papers will be accepted subject to a late penalty of 1 mark per day to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. (One mark per day means that an assignment worth 7/10 handed in on time would get a mark of 6/10 if handed in one day late). Weekends count as 2 days. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). For more information please refer to the [Turnitin.com Policy](#).

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.