

**POLITICAL SCIENCE 3KK3 / SOCIOLOGY 3KK3:
Genocide: Sociological and Political Perspectives
McMaster University
Fall 2017: Mondays 7:00 pm – 10:00 pm
Campus Room: BSB 119**

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Office Hours: Thursdays, 11:00 am -12

Course Description:

This course examines genocide and mass atrocity crimes from an interdisciplinary perspective in order to investigate the causes and consequences of mass violence. By studying a wide selection of historical cases, we will trace how modern political ideologies, social institutions, scientific theories and cultural representations have created conditions the commission of atrocity crimes. We will also study how issues of race, class, gender, and indigeneity have factored into dehumanization and violence. A focus on these cases will help us to critically assess the strengths and weaknesses of contending definitions of 'genocide', and to evaluate the current international toolkit of responses to mass atrocity crimes.

Learning Objectives:

Upon successful completion of this 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.
- Develop informed arguments about the relationship between mass atrocity crimes and contemporary social institutions, especially the modern nation-state.
- Identify social, cultural, and political trends associated with mass violence, including demonization, exclusion, dehumanization, and gender-based oppression.
- Articulate insights concerning individual and collective responsibility regarding atrocities.
- 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.

Evaluation:

Focus Team Participation:	Collaboration Throughout Term – Peer and Self Eval.	20%
Online 'Basics' Module	Demonstrating Reading, Quotation and Citation Skills	10%
Quiz	In-Class, focusing on Key Early Concepts	15%
Essay:	Due Towards End of Term	25%
Final Exam:	Scheduled by Registrar During Exam Period	30%

Required Textbooks and Resources:

1. Adam Jones (2017). Genocide: A Comprehensive Introduction. 3rd Ed. New York: Routledge Press.
2. All other online resources available digitally, free of charge, via links on Avenue to Learn

Assignment Details

Quiz (15%)

An in-class quiz will be scheduled early in the term (see course schedule). It will focus on key concepts and insights from early in the semester. A test preparation guide explaining the test in detail will be distributed and discussed in class.

Focus Team Meetings & Resource Notes: (20% Total)

Choose a topic: Early in the course, you will be asked to form a **focus team** (groups of approximately 6 students), based on your shared interest in a particular focus topic – a recurring dimension of our course. Weekly small-group meetings will provide you with an opportunity to engage in small-group discussion about a dimension of the course that you are particularly interested in researching, and to apply this knowledge to prepare for the final exam. Potential focus topics will be discussed in class.

Meet with a group: Time will be set aside in class on each Monday session for you to meet with your group to discuss your particular issue. (For example, on the week where we study Cambodia, the group whose focus topic is ‘criminal prosecution’ would simply research and discuss issues relating to the criminal prosecution of perpetrators in the case of Cambodia.) You will continue to meet with the same team throughout the term. These weekly meetings will set the groundwork for an informal team presentation at the end of term (see next page) where your team will apply your expertise and research to share insights

Show up, prepared: Each group member will be asked to attend, and to come prepared, having searched for, found, and read at least one (1) research resource that explores the week’s major case study through the lens of your group’s focus topic. Having done this bit of background research will help you contribute to an informed discussion in your group. Whenever possible, the research resource you find should be an academic journal article or academic book. However, newspaper articles, magazine articles, films, institution reports, novels, graphic novels, etc. may also occasionally count as research resources if they are particularly strong. [One participant per week is asked to keep notes.]

Compose resource notes: To encourage forethought and quality research, each group member is expected to come prepared to group sessions with a **one-page ‘resource note’** that includes the basic bibliographic citation information of the resource you found, along with a very brief, point-form commentary explaining why it is helpful in investigating your focus topic. Resource notes should be submitted online to the digital dropbox on Avenue to Learn (A2L) before the start of class on the above-listed dates. Before the last session you are asked to write a reflection paper offering your thoughts on your team’s experience instead. (This reflection should also be about one page in length.) This final reflection can draw connections, or note any particular insights or examples that impacted you.

Do peer and self-evaluation: At the middle and end of the course, you will be asked to conduct a self-evaluation on your positive contribution to the team dynamic. You will also be asked to conduct a peer evaluation assessing the contribution of your fellow group members. These evaluations should be submitted with a short written justification. We will develop a set of shared expectations and criteria for fair evaluations as a class. Your combined evaluations will be used to generate your 15% mark for this portion of the course work – the same 15% listed at the top of this page and on the first page.

Genocide Studies 'B.A.S.I.C.S' Module (10%)

The BASICS Module (Busser's Analysis, Source Integration, Citation, and Synthesis Module) assignment will focus on confirming core academic skills, and will act as an open-book test of your familiarity with concepts and insights from our early course readings. Its main purpose is to confirm understanding of academic writing expectations, and to facilitate success on the Essay project. It will also help to clarify expectations around citation, quotation, and source integration skills in academic writing. Because this assignment will deal with quotation and citation skills, it will deal closely with the page numbers, box numbers, and wording of the 3rd edition of the Jones textbook. Using an older edition may turn out to be workable by applying ingenuity, but for practical reasons and to avoid confusion, such usage will not be actively supported by the teaching team. This assignment can be completed at a time of your choosing, but will be due to be completed by **Monday, October 2nd at 12 noon.**

Essay (25%)

This assignment is thematically related to the Focus Team meetings (see above).

The major essay for this course will be an independent argumentative essay with an original research component. (An assignment sheet explaining the major essay in detail will be distributed and discussed in class.) You will be asked to choose a relevant research topic that relates to your focus team's shared topic. However, the essay is an *individual* assignment, and no collaboration of authorship is required or appropriate.

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.

Final Exam: (30%)

A final examination will be held during the winter exam period. Details about the precise format of the exam will be discussed in class as the exam period nears.

Note: The research material, case studies and insights generated in the study guides will prove very useful for one section of the final exam, which will be dedicated to these selected issues.

Lecture Schedule And Required Readings

Session 1: Defining and Prosecuting Mass Atrocity Crimes (Monday, Sept 11)

- In-Class Activity:
 - Syllabus Discussion
 - Jones, Chapter 1: The Origins of Genocide (66pp).
- Readings:
 - *Convention on the Prevention and Punishment of the Crime of Genocide* (1948). (Online.)

Session 2: Crimes Against Indigenous Peoples (Monday, Sept 18)

- In-Class Activity:
 - Focus Team Membership Sorting
- Readings:
 - Jones, Chapter 2: State and Empire; War and Revolution (42pp)
 - Jones, Chapter 3: Genocides of Indigenous Peoples (30pp)
 - “Honouring the Truth, Reconciling the Future” *Summary of the Final Report of the Truth and Reconciliation Commission of Canada*. (Avenue)

Session 3: Ottoman Empire, Armenia, and the Politics of Denial (Monday, Sept 25)

- Assignment Due:
 - One-Page Research Note #1 (Due on Avenue Before Class)
- In-Class Activity:
 - Focus Team Meeting #1
- Readings:
 - Jones, Chapter 4: The Ottoman Destruction of Christian Minorities (38 pp)
 - Jones, Chapter 14: Memory, Forgetting and Denial (26 pp)

Session 4: The Holocaust and Historiographical Debates (Monday, Oct 2)

- Assignments Due:
 - **Complete the Online ‘Basics’ Module (By 12 noon, Monday, Oct. 2)**
 - One-Page Research Note #2 (Due on Avenue Before Class)
- In-Class Activity:
 - Focus Team Meeting #2
- Readings:
 - Jones, Chapter 6: The Jewish Holocaust (50 pp)
 - Bauman, Zygmunt (2002), “Modernity and the Holocaust,” in A.L. Hinton, ed. *Genocide: An Anthropological Reader*. Malden, Mass: Blackwell Publishers, pp. 110-133 (Avenue)

Reading Week: (Week of October 9-14)

- Enjoy!

Session 5: Communist China, the Soviet Union and Structural Violence (Monday, Oct 16)

- Assignment Due:
 - **In-Class Quiz (First Half of Class Session)**
 - Lecture in Second Half of Class, reconvening at 8:30 pm
 - No Focus Team Assignment This Week
- Readings:
 - Jones, Chapter 5: Stalin and Mao (40pp)
 - Galtung, Johan (1969), "Violence, Peace, and Peace Research," *Journal of Peace Research* 6, no. 3, pp. 167-191 (Avenue).

Session 6: Cambodia and the Khmer Rouge (Monday, Oct 23)

- Assignment Due:
 - One-Page Research Note #3 (Due on Avenue Before Class)
- In-Class Activity:
 - Focus Team Meeting #3
- Readings:
 - Jones, Chapter 7: Cambodia and the Khmer Rouge (22 pp)
 - Jones, Chapter 11: The Sociology and Anthropology of Genocide (22 pp)

Session 7: Rwanda and Gendered Violence (Monday, Oct 30)

- Assignment Due:
 - One-Page Research Note #4 (Due on Avenue Before Class)
- In-Class Activity:
 - Focus Team Meeting #4
- Readings:
 - Jones, Chapter 9: Genocide in Africa's Great Lakes Region (32pp)
 - Jones, Chapter 13: Gendering Genocide (24pp)
 - Straus, Scott (2006) "Why Perpetrators Say They Committed Genocide," from *The Order of Genocide*, Cornell University Press (Avenue).

Session 8: The Former Yugoslavia and Ethnic Entrepreneurship (Monday, Nov 6)

- Assignment Due:
 - One-Page Research Note #5 (Due on Avenue Before Class)
- In-Class Activity:
 - Focus Team Meeting #5
- Readings:
 - Jones, Chapter 8: Bosnia and Kosovo (20pp)
 - Jones, Chapter 10: Psychological Perspectives (33pp)
 - Bozic-Roberson, Agneza (2004). "Words Before the War." *East European Quarterly* 38(4): 395-408. (Avenue)

Session 9: South African Apartheid and Post-Atrocity Justice

(Monday, Nov 13)

Essays Due: Monday, November 13th at 12 pm (Noon)

- Assignment Due:
 - Essay
 - No Focus Team Assignment This Week
- Readings:
 - Jones, "Apartheid". In *Crimes Against Humanity*. (Avenue)
 - Jones, Chapter 15: Justice, Truth and Redress. (39pp)

Session 10: Sudan and the Responsibility to Protect

(Monday, Nov 20)

- Assignment Due:
 - One-Page Research Note #6 (Due on Avenue Before Class)
- In-Class Activity:
 - Focus Team Meeting #6
- Readings:
 - Review: Jones, Box 9A: Darfur, South Sudan, South Kordofan pp. 511-523.
 - Markusen, Eric (2009), "Three Empirical Investigations of Alleged Genocide in Darfur." In Amanda Grzyb, ed., *The World and Darfur*. McGill-Queens University Press, pp 95-111. (Avenue.)
 - Jones, Chapter 16: Strategies of Intervention and Prevention. (50pp)

Session 11: Group Workshop and the Ethics of Intervention

(Monday, Nov 27)

- Assignment Due:
 - One-Page Reflection Paper on Insights from Focus Team Experience
 - (See 'Compose Resource Notes' under Focus Team Assignment description.)
- In-Class Activity:
 - Focus Team Meeting #7
 - Interactive Exchange Between Groups
- Readings
 - Chandler, David (2003). "Rhetoric Without Responsibility: The Attraction of 'Ethical' Foreign Policy," *British Journal of Politics and International Relations* 5, no. 3, 295-316. (Avenue.)

Session 12: Current Events

(Monday, Dec 4)

- Readings:
 - To Be Determined

Class Policies

Textbook Versions

Please note that this schedule uses the numeration from the 3rd edition of the Jones textbook. If you have purchased a copy of the older (2nd) edition of the book, you will be responsible for finding a way to study any chapters and content not covered in the older edition. See the note under the 'Basics' Module assignment, above.

Attendance and Slides

This course is designed as a lecture and discussion course with group work components. Attendance is an expected part of the student experience. For a variety of pedagogical ('teaching-philosophy') related reasons, audio-visual slides will not typically be posted online. Suggested strategies for notetaking, and the role of notetaking in accommodating peers, will be discussed in class.

Test and Exam Coverage

Reading is a key element of university education, and of this course. Students often ask which chapters they really have to read, and which they do not. All assigned readings are expected readings and are to be considered as preparation material for tests and exams, especially where the content is echoed during lecture. Attending lecture regularly will help you to reduce confusion over what to read.

Citation Styles:

The preferred citation style for this course is the **American Psychological Association (APA)** style of in-text citations. For basics on this style, see: <https://library.mcmaster.ca/guides/apa-style-guide>

Note on Source Integration (Paraphrasing, Citation and Quotation)

Using research sources in a sophisticated way is crucial to success in any upper-level course. To show academic integrity you must include citations in your work giving credit to your sources for any borrowed information, ideas or insights. In addition, please note that any time you use an author's wording or sentence structure, you **must put the borrowed phrasing in quotation marks**. You may use ellipses and/or square brackets to indicate any wording tweaks, deletions, or other editorial changes you make. When fully paraphrasing without quotation, be sure to compose your sentences **from scratch**. Several advanced strategies can let you quote and paraphrase in any combination you like. For example, you may (and should) choose to include part of a sentence in quotes while paraphrasing the rest from scratch. (See 'Basics' Module.)

Privacy Protection: In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. Arrangements for the return of assignments will be finalized during the first class. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students provide a stamped, self-addressed envelope for return by mail;
4. Submit/grade/return papers electronically.

Academic Integrity: You are expected to exhibit honesty and use ethical behaviour 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 behaviour 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, located at: <http://www.mcmaster.ca/academicintegrity>

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 other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Originality Checking: In some assignments for this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Digital work submitted via *Avenue to Learn* will be automatically submitted to Turnitin.com so that it can be checked for academic dishonesty, and so that the paper can be marked digitally using the service’s digital feedback system. Students who do not wish to submit their work to Turnitin.com have the right to arrange, with the instructor, an alternate submission method that bypasses Turnitin. 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.). To see the Turnitin.com Policy, please go to: www.mcmaster.ca/academicintegrity

McMaster Student Absence Form (MSAF) Course Policies:

About the MSAF: The MSAF is an on-line self-reporting tool for reporting missed academic work. The MSAF gives you the ability to request consideration for missed work (worth less than 25% of the final grade) due to illness, injury or personal issues lasting 3 days or less. You must use the tool on MOSAIC to report your absence. This form should be filled out as soon as possible after your absence. It is YOUR responsibility to **follow up with your instructor** immediately (within 48 hours of submitting the MSAF) in person or by email regarding the nature of the relief that may be possible for the missed work. Whether consideration is given for missed work, and the type of consideration provide, is the decision of the instructor.

MSAF Limitations: You may submit only 1 MSAF per term without supporting documentation. An MSAF cannot be used for any final examination.

Longer or Successive Absences: For absences longer than 3 days, for reasons other than illness or injury, or for missed work worth 25% or more of the course grade, you must visit the Faculty of Social Sciences office to request an MSAF exception link. You will be required to provide appropriate supporting documentation to the Faculty office before an exception link with be approved. You may also be required to meet with an academic advisor.

MSAF Privacy: You must not submit any medical or other relevant documentation to your instructor. Your instructor may not ask you for such documentation. You are not required to share the details of your medical or personal situation with any instructor.

MSAF Responsibilities: The purpose of the MSAF is to provide students who miss academic work because of illness, injury, or serious personal issues with the ability to still fulfill the requirements of the course. However, the MSAF is not intended as a time or workload management tool, or as a holiday organizer. As a student you are responsible for using the MSAF tool as it was intended, and to not misuse or abuse it for other reasons. Avoid problems by starting assignments and studying as early as possible.

MSAF Follow-Up E-Mail: In this course, in order to arrange for MSAF accommodation, you must e-mail the instructor as soon as possible after submitting your MSAF form. Your message to the instructor should include the following information:

1. If the missed work was an assignment, explain the work that you had completed before your absence and any work you have completed following your absence.
2. Propose a new deadline to submit the assignment, or, for tests, identify blocks of time when you are available to complete the assignment outside of class time.
3. Your tutorial number, TA's name, student number, and McMaster email address.

Important Note: In this class, instructors and TAs will not typically drop missed work or re-weight assignments. Accommodations will be made so that missed work can be completed at the student's earliest possible convenience.

Academic Accommodations:

Student Accessibility Services (SAS):

Students who require academic accommodations 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 at 905-525-9140 ext. 28652, or by email at sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation for Students with Disabilities.

Responsibilities as a Student Registered at SAS: SAS assists with academic and disability-related resources for students with a variety of learning needs. If you require academic accommodation through SAS, be sure that you arrange your accommodations with SAS as early as possible, and ensure that the instructor receives a copy of your accommodation letter as early as possible in the term.

Students registered with SAS are responsible for:

- meeting their SAS Program Coordinator prior to, or at the start of each academic term (September, January and summer sessions);
- providing their SAS Program Coordinator with relevant and professional medical or psychological documentation;
- notifying their SAS Program Coordinator if courses are dropped or added, or if accommodations require a change;
- meeting with individual course instructors to discuss their specific accommodation needs in relation to the course; and
- providing the instructor with their accommodation letter as early as possible.

For more information, visit the SAS website: <http://csd.mcmaster.ca/sswd/faqs.html>

Accommodating Peers: Students may be asked to assist in making our learning environment accessible for all students. For example, in-class presenters may be asked to submit, in advance, a text summary of the presentation's visual components to ensure the inclusion of students for whom those visuals would not otherwise be accessible.

Take Note!

SAS Notetaking: The office of Student Accessibility Services has issued a call for volunteer notetakers for this class. By volunteering to contribute notes to the notetaking programs, you will help support your fellow students who might need accommodation-related support. Please consider joining as a volunteer notetaker by visiting: <https://sas.mcmaster.ca/>

Online and Electronic Course Components:

Avenue to Learn: In this course we will be using Avenue to Learn (“Avenue”) for the online components of the course. 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.

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.

Written Assignments: All written assignments are to be typed and double-spaced. Printed copies of assignments submitted through Avenue will not be necessary unless explicitly requested.

Submitting Assignments Electronically: Individual assignments submitted electronically must somehow include your last name in the filename, e.g. Smith_Assignment_5_Article_Assessments.pdf or Khan – Annotated Bibliography.pdf

Late Submissions: Late submissions will be penalized at a rate of 3% of the assignment mark per calendar day (including weekends).

Faculty Of Social Sciences E-Mail Communication Policy: It is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including to 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.

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The instructors 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.