Course Description:
This course investigates the main causes and roots of evil and cruelty that are examined through learning about genocide in the twentieth and twenty-first centuries. Students will use the case method to study genocides and mass murders including, for example, the Armenian Genocide, the Holocaust, the Cambodian “killing fields”, and the tragedies in Rwanda and Darfur. While the primary emphasis will be on comparative political analysis of various genocides, the overall approach is interdisciplinary drawing especially upon psychology, history, and religion.

Learning Outcomes:
At the end of the course, students are expected to be able to do the following:
1. Define and conceptualize genocide.
2. Know and understand the main causes of genocide.
3. Know and utilize various theories that best explain genocide.
4. Compare and contrast various genocides, mainly from the perspective of comparative politics.
5. Identify and analyze various methods that countries have used after genocides for healing, justice, punishment, etc. (e.g., War Crimes Trials and Truth and Reconciliation Commissions).

Required Texts
Elie Wiesel. NIGHT.
Philip Gourevitch. WE WISH TO INFORM YOU THAT TOMORROW WE WILL BE KILLED WITH OUR FAMILIES. Picador, 2003
Accommodations
The instructor will make reasonable accommodations for students with documented physical, emotional or learning disabilities. Students should consult with the Director of Disability Services (Tabitha Bugge-Hunt, Erwin 105D) and the instructor regarding any needed accommodations as early in the semester as possible.

Course Requirements
Students are expected to attend, be prepared for, and participate in all classes for successful completion of the course.

Grades will be based on the following:
Quizzes and class participation 20% of grade
2 midterm exams 20% of grade
Research paper 30% of grade
Final exam 30% of grade

QUIZZES AND CLASS PARTICIPATION
Your grade will be based partly on scores on a number of unannounced quizzes and partly on your performance in class. The following is expected of all students:

- Take initiative in class discussion.
- Answer questions in class discussion.
- Support, question, or challenge positions/ideas/arguments of instructor and fellow students.
- Raise pertinent questions from readings and current events.

RESEARCH PAPER
Topic: Any subject directly related to the course. It is strongly advised that students clear their topic with the instructor early in the semester.
Length: Approximately 10 pages (including notes and bibliography), typed and double-spaced, font #12. You may use any generally accepted style manual.
Grading: Grades will be based on the quality of content, research, analysis and writing. A minimum of 2 primary sources, 2 research articles from scholarly journals, and 2 books must be utilized.
Due date: Papers (hard copy only) must be submitted at the beginning of class on Monday, April 26. No late papers will be accepted.

A warning on plagiarism: All work must be your own. If plagiarism is detected, the student will fail the course and his/her case will be referred to the Dean for disciplinary action.

Class Attendance: Students with more than four (4) unexcused absences will not receive credit for the course.
COURSE OUTLINE

- All articles may be found on the web without charge.

1. INTRODUCTION
   January 20

2. DEFINING GENOCIDE
   January 22

3. THE PSYCHOLOGY OF GENOCIDE: PERPETRATORS, Bystanders, and Rescuers
   Jan. 25-29
   Read: Jones, Chapter 10 (especially the Milgram and Zimbardo experiments, and the theories of Browning and Goldhagen); Suzy Hansen, “Ordinary People, Extraordinary Evil,” Salon.com; James Waller, “Perpetrators of Genocide: An Explanatory Model of Extraordinary Human Evil,” Journal of Hate Studies, 2001-02

4. GENOCIDE OF INDIGENOUS PEOPLES; RELATIONSHIP OF GENOCIDE TO WAR, REVOLUTION, POLITICAL SYSTEM, AND GENDER
   February 1-3
   Video: “Australian Aboriginal Genocide” (6 minutes)
   Read: Jones, Chapters 2, 3, 12 and 13; Guenther Lewy: “Were American Indians the Victims of Genocide?” Commentary Magazine, Sept. 2004

5. THE ARMENIAN GENOCIDE
   February 5-10
   Video: PBS Documentary; and BBC Documentary, “The Betrayed” (42 minutes)
   Read: Jones, Chapter 4; Roger Smith, E. Markusen, and Robert Jay Lifton, “Professional Ethics and the Denial of the Armenian Genocide,” Holocaust and Genocide Studies, spring 2005; Guenther Lewy, “Revisiting the Armenian Genocide,” The Middle East Quarterly, fall 2005; V. Dadrian Responds to Guenther Lewy,” Dhimmi Watch, October 18, 2005

6. THE UKRAINIAN FAMINE OF THE EARLY 1930s
   February 12-15
   Video: “Harvest of Despair” (55 minutes)
   Read: Jones, Chapter 5; Orysia Tracz, “Denied, Defiled, or Ignored—The Ukrainian Famine of 1932-1933 Fifty Years Later,” Gendercide Website, Case Study on Ukrainian Famine

7. JAPAN’S GENOCIDE IN CHINA
   February 17-22
   Video: “History under Cover: Rape of Nanking;”
   Read: Chang (entire)

FIRST MIDTERM EXAM: WEDNESDAY, FEBRUARY 24
8. THE HOLOCAUST

Feb. 26 - March 12
Videos: “Night and Fog;” and PBS Frontline, “Memory of the Camps”
(Alfred Hitchcock Holocaust documentary, 42 minutes)

Read: Jones, Chapter, 6; Wiesel (entire); and Bergen (entire, passim);

SPRING VACATION: March 15-19

9. THE CAMBODIAN GENOCIDE

March 22-26
Video: “Biography of Pol Pot”

Read: Jones, Chapter 7; Ung (entire, passim)

SECOND MIDTERM EXAM: MONDAY, MARCH 29

10. GENOCIDE IN BOSNIA AND KOSOVO

March 31 - Apr 2

Read: Jones, Chapter 8

11. GENOCIDE IN RWANDA

April 5-9
Video: PBS Frontline, “The Ghosts of Rwanda”

Read: Jones, Chapter 9; Gourevitch (entire, passim); Samantha Power, “Bystanders to Genocide,” Atlantic Online, September 2001; G. Stanton, “Could the Rwandan Genocide Have Been Prevented?” (2002)

12. GENOCIDE IN DARFUR

April 12-16
Video: PBS Frontline, “Never Again”


13. SADDAM HUSSEIN’S ANFAL AGAINST THE KURDS

April 19-21

Read: Gendercide, Case Study; Human Rights Watch, “Genocide in Iraq: The Anfal Campaign against the Kurds,” 1993 (passim)


April 23-26

Read: Philip Beidler, “Calley’s Ghost,” The Virginia Quarterly Review, 2003;
15. AFTER THE GENOCIDE: DEALING WITH PERPETRATORS April 28-30
AND VICTIMS; MEMORY AND DENIAL
Video: “The Trial of Adolf Eichmann”
Video: Great Decisions 2007: “The Debate over the International Criminal Court”
Read: Jones, Chapters 14-16
Ervin Staub, “Preventing Genocide: Activating Bystanders, Helping Victims, and the
Creation of Caring,” Journal of Cultural Criticism, February 2000; Donald Kraybill,
“Why the Amish Forgive So Quickly,” Christian Science Monitor, October 2, 2007;
Charles Ogletree, “The Case for Reparations,” USA Weekend, August 16-18, 2002; John
Website: The International Campaign to End Genocide

17. CONCLUSIONS AND PREDICTIONS May 3

FINAL EXAM: THURSDAY, MAY 6, 8-11 A.M.