

**Political Science 4426G
Genocide**

Winter 2018
Thur. 1:30-3:30
Location: SSC 4255
Office Hours: Thursdays 9:00-11:00

Instructor: Joanna R. Quinn
Office Location: SSC 4158
Telephone: 519-661-2111 ext. 85172

Course Description:

An examination of the theoretical and methodological issues related to the topic of genocide and a consideration of empirical cases of genocide and genocidal acts, such as “ethnic cleansing.” The course begins by looking at the definition of genocide provided by the 1948 UN Genocide Convention and the legal-political context in which that convention was held. We will examine recent debates and alternative theoretical models by referring to selected specific cases, beginning with those of the Armenians and Nazi Germany in the first half of the Twentieth century, and then move to discuss more recent cases, including those in Cambodia, Rwanda, and Bosnia, among others.

Texts:

Adam Jones, *Genocide: A Comprehensive Introduction*. Second Edition. New York: Routledge, 2010.

Naimark, Norman M. *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe*. Cambridge: Harvard University Press, 2001.

Totten, Samuel and William S. Parsons, eds. *Centuries of Genocide: Eyewitness Accounts and Critical Views*. Fourth Edition. New York: Routledge, 2012.

IMPORTANT NOTICE RE PREREQUISITES/ANTIREQUISITES

You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an antirequisite course. Lack of prerequisites may not be used as a basis for appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. This decision cannot be appealed. If you find that you do not have the course requisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.

Office of the Dean, Faculty of Social Science

Objectives

This course has three main objectives:

First, this course is designed to outline and allow students to assess the theories, perspectives and issues that shape the context and nature of the field of genocide studies. This will provide a foundation for any future interests and research in this area and establish a comparative foundation for further study.

Second, the assignments in this course are designed to help students develop critical thinking in ways that relate to specific issues and case studies in genocide studies. While we will cover a range of debates and issues, the goal is for students to pursue an in-depth study of at least two areas that they find most interesting.

Third, by the conclusion of this course, students should be able to provide a critical and original argument about the field of genocide studies. Students' ability to accomplish these objectives will be assessed using the assignments and work outlined below.

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

1. Discuss different approaches to genocide studies
2. Describe the key events, changes over time and the current state of genocide studies
3. Think critically and write about an issue in genocide studies
4. Evaluate the effectiveness of a policy or inter-state issue in genocide studies
5. Participate in a presentation about a particular perspective through a case study of genocide studies
6. Analyze current policy and political issues in genocide studies
7. Discuss a current genocide studies issue in historical context

Grade Distribution:

Undergraduate Students:

In-Class Essay (Feb.15)	20%
In-Class Assignment (Mar. 29)	10%
Essay, 12-15 pp. (Apr.5)	40%
Seminar Presentation	15%
Seminar Participation	15%

Graduate Students:

In-Class Assignment (Mar. 29)	10%
Essay, 20-25 pp. (Apr.5)	60%
Seminar Presentation	15%
Seminar Participation	15%

In-Class Essay

On February 15, undergraduate students only will write an in-class essay based on the material covered to that point in the course. No notes or aids will be permitted. Graduate students will not attend the seminar that day.

In-Class Assignment

On March 29, undergraduate and graduate students will each write a 500-word letter to their Member of Parliament, laying out the case for the genocide of the Rohingya people. In their capacity as scholars of the subject of genocide, students are expected to draw on the lessons learned throughout the term, and, using examples from each of the cases studied in class, to make a forceful argument for why what is happening to the Rohingya should (or should not) be considered genocide, and what should be done. The focus of the assignment should be on the grounds for classifying the particular situation as genocide (or not) and on precedent from other cases that can be used to back up the arguments made. At the end of the assignment, students may choose to send their assignment to their Member of Parliament.

Essay

Undergraduate students will be required to write one term essay of 12-15 typed, double-spaced pages, or between 3000-3750 words. The paper must be submitted at the beginning of class on April 5.

Graduate students will be required to write one term essay of 20-25 typed, double-spaced pages, or between 5000-6250 words. The paper must be submitted at the beginning of class on April 5. In all cases, students should include a word count at the bottom of the essay. The topic of the paper may be selected from the list of topics provided below. Essays must be formatted using Chicago/Turabian style, with footnotes, not in-text citations.

A late penalty of 10% per day will be applied to papers submitted at any point after the start of class on April 5.

Please note that all essays must be submitted to Turnitin, using the link provided on WebCT.

Formatting Style:

1. Essays must be formatted using Chicago/Turabian style.

2. Essays must use footnotes, not in-text citations.

Students are advised to consult a writer's handbook when composing their essays in order to see how to format things like bibliography and footnotes. One such excellent handbook is *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, and this book is available from the Book Store. A useful link may be found at the following url: <http://www.wisc.edu/writing/Handbook/DocChicago.html>.

Seminar Presentation

Each week, a group of two or more students will present the main points and arguments pertaining to that week's case study, and also relating to that week's main theme, to the class. Each presentation should be approximately 20 minutes in length, and must include a one-page, single-sided hand-out for students in the class as well as questions for discussion. As the presentation is expected to be a joint project between the students involved, all students in the group will receive the same grade. Student presenters are expected to refer to material beyond that assigned to the class.

Seminar Participation

This assessment will be based on regular contributions to the class discussion, reflecting some grasp of the relevant materials and some analytical abilities in applying those materials in the discussion. Students should consult the handout "Student Participation" on page 10, below, for criteria.

Academic Dishonesty:

Many different types of actions may be considered academically dishonest. These might include, although not exhaustively, the following: cheating, submission of work not authored by you, double submission, fabrication, plagiarism. You are advised to familiarize yourself with the guidelines set out in the Handbook of Academic and Scholarship Policy. These may be found at the following url: <http://westerncalendar.uwo.ca/2017/pg113.html>

Students with Disabilities:

Any student with a disability is advised to contact the Coordinator for Services for Students with Disabilities in order that arrangements can be made through the Student Development Centre to accommodate that student. The Student Development Centre is located in Room 4111 of the Western Student Services Building; they can be reached by telephone at 519-661-2147, or on the web at <http://www.sdc.uwo.ca/ssd/>

Other Resources:

There are many resources at Western designed to assist you in your learning. You are strongly advised to utilize these services. The Student Development Centre offers many services, including Effective Writing Programs and Learning Skills Services. The Student Development Centre is located in Room 4100 of the Western Student Services Building; they can be reached by telephone at 519-661-3031, or on the web at <http://www.sdc.uwo.ca/>. You should also become familiar with the services offered by the University Library System. The D.B. Weldon Library may be contacted by telephone at 519-661-3162 or by email at dbwref@lib.uwo.ca, or on the web at <http://www.lib.uwo.ca/weldon>.

Course Outline by Topic:

January 11 **Introduction**

January 18 **Historical Foundations of Genocide**

- Jones ch. 1

- UN Genocide Convention

Available from <http://www.hrweb.org/legal/genocide.html>

- Raphael Lemkin, *Axis Rule in Occupied Europe: Laws of Occupation - Analysis of Government - Proposals for Redress* (Washington, D.C.: Carnegie Endowment for International Peace, 1944), 79-95.

Available from

<http://www.preventgenocide.org/lemkin/AxisRule1944-1.htm>

*** Please read Section I, II and III. ***

January 25 **Conceptual Foundations of Genocide**

- Jones ch. 10, 11

- Naimark pp.1-11

February 1 **Armenians**

- Jones ch. 4

- Totten, Parsons ch.4

- Naimark ch. 1

February 8 **Nazi Germany**

- Jones ch. 6

- Totten, Parsons ch. 6

- Naimark ch. 2

February 15 **Soviet Union**

- Jones ch. 5

- Totten, Parsons ch. 5;

- Naimark ch. 3

** Undergraduates write in-class essay; graduate student study week **

February 22 **Spring Reading Week—no class!**

- March 01 **Cambodia**
 - Jones ch. 7
 - Totten, Parsons ch. 9
 - Alexander Laban Hinton, “A Head for an Eye: Revenge in the Cambodian Genocide,” in *Genocide: An Anthropological Reader*, ed. Alexander Laban Hinton (Malden, MA: Blackwell Publishers, 2002), ch. 12. *Copies of this reading are available from the Reserve Desk at D.B. Weldon Library, and the book itself is available in the Stacks at D.B. Weldon Library.*
- March 08 **Former Yugoslavia, Post-World War II**
 - Jones ch. 8
 - Totten, Parsons ch. 14
 - Naimark ch. 5
- March 15 **Rwanda**
 - Jones ch. 9
 - Totten, Parsons ch. 13
 - Helen M. Hintjens, “Explaining the 1994 Genocide in Rwanda,” *The Journal of Modern African Studies* 37.2 (June 1999): 241-286. *This article is available from JSTOR.*
- March 22 **Canada**
 - Damien Short, “Cultural genocide and indigenous peoples: a sociological approach,” *The International Journal of Human Rights* 14.6 (Nov. 2010): 833–848.
 - David B. MacDonald and Graham Hudson, “The Genocide Question and Indian Residential Schools in Canada,” *Canadian Journal of Political Science* 45.2 (June 2012): 427-449.
 - Andrew Woolford and Jeff Benvenuto, “Canada and colonial genocide,” *Journal of Genocide Research* 17.4 (2015): 373–390.
- March 29 **Learning to Care About Humanity**
 - Jones 16
 - Totten, Parsons Introduction
 ** In-class assignment: Rohingya advocacy **
- April 5 **Concluding Discussion**
 ** Essays due at beginning of class **

Political Science 4426G/9723B
Genocide

ESSAY TOPICS

Topic I: *Case Study of a Genocide*

This topic asks you to focus on a specific case of genocide. Working from a particular definition of genocide, your task is to select a particular genocide/genocidal massacre/genocidal act/ethnic cleansing and to provide an examination of that case. (You may not write an essay based on the same topic on which you make your oral presentation during the term.) The paper, however, must not be purely descriptive. It must provide analysis about the case. Your analysis should include a brief history of the development of the situation which led to the acts of genocide (no more than 1 pp.), and should attempt to define the type of genocide that took place, based upon the definitions and reasoning provided in the course readings and elsewhere, and a look at the social-cultural and other factors which were present.

Topic 2: *Institutions dealing with Genocide*

Rather than focus on a particular case, this topic asks you to focus on an institution or process that deals with genocide/genocidal massacre/genocidal act/ethnic cleansing. This institution may be either national, regional, or international in scope, and may be either an historical or current institution. Your task is to focus upon one specific institution established specifically to deal with the crime of genocide. Your analysis should include a brief history of the development of the particular institution, and also its mandate. Does the institution you have chosen seem to have been successful in fulfilling its objectives? Has it produced any tangible successes?

Topic 3: *Legal Constructions dealing with Genocide*

This topic considers neither a particular case nor a particular institution. Rather, you are asked to focus upon a specific law or legal norm that has developed to deal with crimes of genocide/genocidal massacre/genocidal act/ethnic cleansing. You may choose to look at either a current legal construction, or one that has existed within the past two hundred years. Once you have identified the particular law, set of laws, or legal debates, is to look at an instance in which they have been used. Your analysis should include an historical account of the actions that led to its establishment, as well as an examination of the manner in which the international community views and uses this legal construction.

STUDENT PARTICIPATION

Participation Grading Guide

Grade	Attendance	Discussion	Reading
14-15	Always	<u>Excellent</u> : leads debate; offers analysis and comments; always has ideas on theme of reading; takes care not to dominate; asks questions	Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in discussion
10-13	Almost always	<u>Very Good</u> : thoughtful comments and questions for the most part; willing, able and frequent contributor	Has done most readings; provides competent analysis of reading when prompted by others
6-9	Frequent	<u>Good</u> : has basic grasp of key concepts and occasional ideas on the main theme of the reading; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions	Displays familiarity with most readings, but tends not to analyze them or to relate them to the course material
3-5	Occasional	<u>Somewhat Poor</u> : remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to discussion of the main theme; often digresses in unhelpful ways; sporadic	Actual knowledge of material is outweighed by improvised comments and remarks
0-2	Rare	<u>Poor</u> : rarely speaks; parrots text or comments of others	Little or no apparent familiarity with assigned material

ESSAYS
Grading Grid

Argument	
Organization of the Essay	
Quality of evidence	
Communication Skills	
Use of quotations, footnotes or endnotes	
Creativity	
Other Comments	
Grade	

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES
DEPARTMENT OF POLITICAL SCIENCE**

Prerequisite checking - the student's responsibility

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Essay course requirements

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

Use of Personal Response Systems ("Clickers")

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

Security and Confidentiality of Student Work (refer to current *Western Academic Calendar* (<http://www.westerncalendar.uwo.ca/>))

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

Duplication of work

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

Grade adjustments

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

Academic Offences

"Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS MUST BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Attendance Regulations for Examinations

EXAMINATIONS/ATTENDANCE (Sen. Min. Feb.4/49, May 23/58, S.94, S.3538, S.3632, S.04-097) A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations: 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year. 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Medical Policy, Late Assignments, etc.

Students registered in Social Science should refer to

http://counselling.ssc.uwo.ca/procedures/having_problems/index.html for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

University Policy on Cheating and Academic Misconduct

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence." (see Scholastic Offence Policy in the Western Academic Calendar).

Plagiarism Checking: "All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>)."

Multiple-choice tests/exams: "Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. http://www.uwo.ca/univsec/academic_policies/index.html

PLAGIARISM*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writers' ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source, these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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Adopted by the council of the Faculty of Social Science, October, 1970; approved by the Dept. of History August 13, 1991

Accessibility at Western: Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

SUPPORT SERVICES

The Registrar's office can be accessed for Student Support Services at <http://www.registrar.uwo.ca>

Student Support Services (including the services provided by the USC listed here) can be reached at:
<http://westernusc.ca/services/>

Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

Students who are in emotional/mental distress should refer to Mental Health@Western
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.