

## GENOCIDE AFTER THE SECOND WORLD WAR

HIST/HRTS 3207, Spring 2014  
M/W/F 9:05 - 9:55am, Laurel Hall 206

Instructor: Nicole White ([nicole.2.white@uconn.edu](mailto:nicole.2.white@uconn.edu))  
Office Hours: F 10– 11am (The Beanery, Benton Museum) and by appointment

### READING

#### Required Texts (available at the Coop or as ebook through library resources)

Samantha Power, *A Problem from Hell: America and the Age of Genocide* (New York: Harper Collins, 2002) *ebook, available through Library Resources on HuskyCT*

Jean Hatzfeld, *Machete Season: The Killers in Rwanda Speak* (New York : Farrar, Straus and Giroux, 2005)

Julie Flint, *Darfur: A New History of a Long War* (London and New York: Zed Books, 2005)

Sasa Stanisic, *How the Soldier Repairs the Gramophone* (New York: Grove Press, 2009)

#### Additional required reading

Additional readings and resources will be posted on HuskyCT.

#### Suggest Reading

Robert Gellately and Ben Kiernan (eds) *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge: Cambridge University Press, 2003)

### DESCRIPTION

Please note this is a *discussion-based seminar style* class.

Since the end of WWII, the 1948 Genocide Convention has provided the international community with a framework to address the gross violation of human rights on the bases on ethnic, racial, national or religious origins. This semester, we will seek to understand what genocide is and analyze together the causes of several instances of genocide in the post war era: Cambodia (1975-1979), Rwanda (1994) and the former Yugoslavia (1990s). We will begin by studying the 1948 Genocide Convention and its historical evolution in the wake of the Holocaust. We will trace the causes and underlying dynamics of genocide with an emphasis on the international response and critically evaluate measures taken to prevent genocidal acts. We will address the emergence of terms such as *ethnic cleansing* to characterize particularly gross human rights violations and the role of these emerging terms in genocide prevention.

### GOALS

This course is designed to assist undergraduate students to develop an understanding of the origins of the genocide debate, to deepen our understanding of the historical causes of genocide and to critically appraise the reaction of the international community and the future of the 1948 Genocide Convention in human rights history.

## GRADING

**Your final grade in this course will be based on the following criteria**

Participation	30%
2 Assigned Discussions	20%
Midterm Paper	20%
Final Paper	30%

### Participation

The success of this course depends heavily on your active engagement with the course materials and participation in the common intellectual project of the class. Specifically, you will be expected to attend class regularly, complete the required readings as assigned, and make regular contributions to our discussions. It is also your responsibility to help maintain an open and respectful classroom atmosphere.

Attendance is mandatory for both in class and online meetings. The class meets three times a week, usually Mondays and Fridays in class and on Wednesdays online. Online meetings will be synchronous online discussions within HuskyCT. Online discussions count as much as in class meetings. If illness should ever prevent you from attending the class, please insure to get notes from a classmate.

Participation is graded on a point basis. For each discussion meeting (W and F), you can earn two points for excellent contributions or one point for good contributions. Quality will be more important than quantity. Overall, you can earn 48 points. A running total on HuskyCT will let you know exactly where you stand.

### Assigned Discussions

You will be responsible for acting as an official “discussant” for two different weekly readings. In this role, you are required to prepare 3-5 discussion questions on the reading, upload them to your discussion forum on HuskyCT before 9am on your assigned Wednesday and help lead the online discussion. On the following Friday, you will present the conclusions of your group discussion as well as one or two open questions in class. More guidelines will be given in class. A rubric can be found under “Assignments” on HuskyCT.

### Midterm Paper

You will be required to complete a midterm essay exam of 5-7 pages based on the course material. The exam prompt and details will be distributed during Week 5. The paper is due on Friday of week 7 through safe assign on huskyct and as a hard copy in class. A rubric can be found under “Assignments” on HuskyCT. **Late midterms will not be accepted except under extraordinary circumstances.**

### Final Paper

Your final assessment for this course is a historiographical or research paper of 7-9 pages. You will develop your topic in consultation with the instructor, and while you are welcome to pursue your own interests and objectives, your essay should also reflect your engagement with the course materials. You will submit either an outline of your paper or a draft in week 12 (more information in class), you will receive comments by the beginning of week 13. The paper is to be submitted on the last day of class no later than 12pm through safe assign on huskyct. A rubric can be found under “Assignments” on HuskyCT. **Late final papers will not be accepted except under extra-extraordinary circumstances.**

## **ACADEMIC INTEGRITY**

Academic Misconduct in any form is in violation of the University of Connecticut Student Conduct Code and will not be tolerated. Academic misconduct includes, but is not limited to:

- **providing and receiving assistance on academic work in a way that was not authorized copying or sharing answers on tests or assignments (also called cheating),**
- **plagiarism and plagiarism using the Internet,**
- **having someone else do your academic work,**
- **doing academic work for another student.**

Depending on the act, a student could receive an F grade on the test/assignment, F grade for the course, and could be suspended or expelled from the University. Please see the University of Connecticut Student Conduct Code at <http://www.dosa.uconn.edu/code2.html> for more details and a full explanation of the Academic Misconduct policies.

**Plagiarism: Presenting as one's own, the ideas or words of another for academic evaluation. Failure to acknowledge properly the source of an idea and/or specific language presented in a paper or journal.**

Sources cited:

- University of Connecticut Student Conduct Code at <http://www.dosa.uconn.edu>
- University of Connecticut Internet Plagiarism Prevention Measures
- [www.waterbury.uconn.edu/Plagiarism/prevent.html](http://www.waterbury.uconn.edu/Plagiarism/prevent.html)
- Freshman English Program's Statement on Plagiarism and Academic Fraud (February 3, 2003)

## **STUDENTS WITH DISABILITIES STATEMENT**

Students who think they may need accommodations because of a disability are encouraged to meet with me privately early in the course. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to <http://www.csd.uconn.edu/>

## **SELF-CARE**

Human Rights is a field where professionals may experience "secondary trauma" or "burnout" due to the high stress related to listening to stories of hardship and oppression. Topics in Human Rights classes may be relevant to an experience a student has survived in their own life. Each student is encouraged to involve themselves in healthy activities outside the classroom (i.e. talking with a trusted friend, exercise, crafts, photography, etc). Students who find themselves overwhelmed with any human rights issues addressed in class are encouraged to speak with the instructor or seek out assistance from the Student Counseling Center.

## **SNOW DAYS**

In the event of a cancellation due to inclement weather, please check your email and huskyct, in most cases we will be able to move the discussion online.

## **CELL PHONE AND LAPTOP POLICY [tbd together]**

*No texting, cell phones mute/no vibrate.*

*Laptops on Mondays, no social media.*

**COURSE PLAN**

Date	Topic/Readings	Notes
<b>Week 1 - INTRODUCTION</b>		
1/22	Introduction, Syllabus	
1/24	Expectations and introduction to online discussions	Bring your laptop and 1-2 questions about genocide(s)
<b>Week 2 – THE HOLOCAUST</b>		
1/27	Readings (on HuskyCT): <ul style="list-style-type: none"> <li>• Christopher Browning. <i>Ordinary Men</i>. Excerpts.</li> </ul> Optional Reading:	<b>Lecture</b>
1/29	<ul style="list-style-type: none"> <li>• Primo Levi. "The Gray Zone." <i>The Drowned and the Saved</i>. 36-69.</li> </ul>	<b>Online Discussion</b>
1/31	<ul style="list-style-type: none"> <li>• Gellately, R "Third Reich, the Holocaust and Visions of Serial Genocide" in <i>The Specter of Genocide: Mass Murder in Historical Perspective</i></li> </ul>	<b>In-class Discussion</b>
<b>Week 3 – DEFINING THE CRIME: Rafael Lemkin</b>		
2/3	Readings	
2/5 <b>online</b>	<ul style="list-style-type: none"> <li>• Samantha Power, <i>A Problem from Hell. America and the Age of Genocide</i>. Chapter 1. (ebook)</li> <li>• Raphael Lemkin, "Genocide as a Crime under International Law" in <i>American Journal of International Law</i> (1947) Volume 41(1):145-151. (HuskyCT)</li> <li>• 2 of the short articles from the New York Times (HuskyCT)</li> </ul>	Presenters 1. 2. 3. 4.
2/7	Optional Readings <ul style="list-style-type: none"> <li>• Samantha Power, <i>A Problem from Hell</i>, Chapter 2-3. (ebook)</li> <li>• Raphael Lemkin, <i>Axis Rule in Occupied Europe: Laws of Occupation - Analysis of Government - Proposals for Redress</i>. 79-95 (HuskyCT)</li> </ul>	
<b>Week 4 – DEFINING THE CRIME: The United Nations</b>		
2/10	Readings	
2/12 <b>online</b>	<ul style="list-style-type: none"> <li>• "Convention on the Prevention and Punishment of the Crime of Genocide, 1948" Approved and proposed for signature and ratification or accession by General Assembly resolution 260 A (III) of 9 December 1948. (HuskyCT)</li> <li>• Drafts of the Convention (HuskyCT)</li> <li>• Scott Straus "Contested Meanings and Conflicted Imperatives: A Conceptual Analysis of Genocide" in <i>Journal of Genocide Research</i>, Vol 3, No. 3 (November 2001) pp. 349-375 (Husky CT)</li> <li>• Vahakn Dadrian, "A Typology of Genocide." <i>International Review of Modern Sociology</i> 5 (Fall 1975): 201-12. (HuskyCT)</li> </ul>	Presenters 1. 2. 3. 4.
2/14	Optional Readings <ul style="list-style-type: none"> <li>• Samantha Power, <i>A Problem from Hell</i>, Chapter 4-5. (ebook)</li> </ul>	

	<ul style="list-style-type: none"> <li>Kurt Jonassohn, "What is Genocide?" in Helen Fein, ed., <i>Genocide Watch</i>. (New Haven: Yale University Press, 1992) pp. 17-26. AND Jonassohn, Kurt, and Frank Chalk. "A Typology of Genocide and Some Implications for the Human Rights Agenda." In <i>Genocide and the Modern Age: Etiology and Case Studies of Mass Death</i>, ed. Isidor Wallimann and Michael Dobkowski. (Westport, Conn: Greenwood Press, 1987). (one document, HuskyCT)</li> </ul>	
<b>Week 5 – CAMBODIA</b>		
2/17	Readings:	
2/19 online	<ul style="list-style-type: none"> <li>Samantha Power, <i>A Problem from Hell: America and the Age of Genocide</i> (Chapter 6) pp. 87-127. (ebook)</li> <li>Ben Kiernan, "The Cambodian Genocide, 1975-1979" in Samuel Totten, William S. Parsons and Israel W. Charny, eds., <i>Century of Genocide: Eyewitness Accounts and Critical Views</i> (New York: Garland Publishers, 1997), pp. 334-371.(Husky CT)</li> </ul>	Presenters 1. 2. 3. 4.
2/21	<ul style="list-style-type: none"> <li>"Decisions of the Central Committee on a Variety of Questions" in <i>Pol Pot Plans the Future: Confidential Leadership Documents from Democratic Kampuchea, 1976-1977</i> (Yale: Yale UP, 1988) pp 3-8. (HuskyCT)</li> </ul> <p>Optional Reading</p> <ul style="list-style-type: none"> <li>Eric Weitz, "Racial Communism: Cambodia under the Khmer Rouge" in <i>A Century of Genocide</i> (Princeton: Princeton UP, 2003) (HuskyCT)</li> <li>Three Women Testimonies (HuskyCT)</li> </ul>	<b>Prompt for Midterm</b>
<b>Week 6 – RWANDA: Organization and Enactment</b>		
2/24	Watch: "Ghosts of Rwanda" (Library Resources through HuskyCT)	
2/26 online	<p>Readings:</p> <ul style="list-style-type: none"> <li>Hatzfeld, Jean. <i>Machete Season: The Killers in Rwanda Speak</i> (New York : Farrar, Straus and Giroux, 2005)</li> </ul> <p>Optional Reading:</p> <ul style="list-style-type: none"> <li>Samantha Power, <i>A Problem from Hell. America and the Age of Genocide</i>. Chapter 10. (ebook)</li> </ul>	Presenters 1. 2. 3. 4.
2/28		
<b>Week 7 – RWANDA: Sometimes in April</b>		
3/3	Film and Discussion	
3/5		<b>In-class Meeting!</b>
3/7		<b>Midterm Paper due</b>
<b>Week 8 – RWANDA: International Response and Aftermath</b>		
3/10	Readings:	
3/12 online	<ul style="list-style-type: none"> <li>Philip Gourevitch, <i>The genocide fax: The United Nations was warned about Rwanda : did anyone care? (The New Yorker. [Offprint])</i> The New Yorker Magazine (1998)</li> </ul>	Presenters 1. 2. 3.

	(HuskyCT) <ul style="list-style-type: none"> <li>Scott R. Feil, <i>Preventing genocide: how the early use of force might have succeeded in Rwanda</i>; foreword by Romeo A. Dallaire. (Washington, DC : Carnegie Commission on Preventing Deadly Conflict, 1998) (HuskyCT)</li> </ul>	4.
3/14	Optional Reading <ul style="list-style-type: none"> <li>Alan Kuperman, <i>The Limits of Humanitarian Intervention: Genocide in Rwanda</i> (Washington, D.C. : Brookings Institution Press, c2001) (HuskyCT)</li> </ul>	
3/17 3/19 3/21	<b>SPRING BREAK</b>	
<b>Week 9 – BOSNIA: Organization and Enactment</b>		
3/24	Readings:	
3/26 <b>online</b>	<ul style="list-style-type: none"> <li>Samantha Power, <i>A Problem from Hell: America and the Age of Genocide</i>. Chapter 9 and 11. (ebook)</li> <li>“Memorandum of the Serbian Academy of Arts and Sciences, Dobrica Cosic and others,” (1986) (HuskyCT)</li> </ul> Optional Reading:	Presenters 1. 2. 3. 4.
3/28	<ul style="list-style-type: none"> <li>Selma Leydesdorff. <i>Surviving the Bosnian Genocide: The Women of Srebrenica Speak</i>. Chapter 5 and 6. (ebook through library resources on HuskyCT)</li> </ul>	
<b>Week 10 – BOSNIA: Literary Representation</b>		
3/31	Reading: Sasa Stanisic, <i>How the Soldier Repairs the Gramophone</i>	
4/2	<b>In- class discussion</b>	<b>In-class!!!</b>
4/4	<b>No class!</b>  Familiarize yourself with the ICTY (website, general information: <a href="http://www.icty.org/sections/AbouttheICTY">http://www.icty.org/sections/AbouttheICTY</a> ). If you cannot come at 8am on Monday, 4/7, watch the movie by yourself: Will be on hold in the library (Srebrenica – Triumph of Evil)	<b>No meeting!</b>
<b>Week 11 – BOSNIA: The International Criminal Tribunal for the Former Yugoslavia</b>		
4/7 <b>8am-9:55am</b>	Reading: <ul style="list-style-type: none"> <li>Samantha Power, <i>A Problem from Hell: America and the Age of Genocide</i>. Chapter 13. (ebook)</li> </ul>	<b>Guest Speaker:</b> Predrag Dojčinović (ICTY), <b>2 hours, starting at 8am!</b>
4/9 <b>online</b>		Presenters 1. 2. 3. 4.

4/11		
<b>Week 12 – PREVENTING GENOCIDE AND HUMANITARIAN INTERVENTION</b>		
4/14	Readings:	<b>Outline/Draft due</b>
4/16 <b>online</b>	<ul style="list-style-type: none"> <li>Report of the International Commission on Intervention and State Sovereignty, "The Responsibility to Protect." (HuskyCT)</li> <li>Neil Riemer "The Urgent Need for a Global Human Rights Regime" in N. Reimer, editor <i>Protection Against Genocide: Mission Impossible?</i> (Praeger, 2000) pp. 1-16. (HuskyCT)</li> </ul>	Presenters 1. 2. 3. 4.
4/18	<ul style="list-style-type: none"> <li>John G. Heidenrich "The Future Belongs to You" in J.G Heidenrich, <i>How To Prevent Genocide: A Guide for Policymakers, Scholars and the Concerned Citizens</i>, (Praeger, 2001) pp. 151-163. (HuskyCT)</li> <li>Interview with Juan Mendez (HuskyCT)</li> </ul>	
<b>Week 13 – DARFUR</b>		
4/21	Readings: <ul style="list-style-type: none"> <li>Julie Flint, <i>Darfur: A New History of a Long War</i> (African Arguments) (London and New York: Zed Books, 2005)</li> </ul> In-class documentary: <i>The Devil Came on Horseback</i>	<b>Outline/Draft back</b>
4/23 <b>In-class</b>	In-class documentary: <i>The Devil Came on Horseback</i>	
4/25	Discussion on Flint and <i>The Devil Came on Horseback</i>	Presenters 1. 2. 3. 4.
<b>Week 14 – DARFUR DEBATE</b>		
4/28 <b>Online</b> (debate prep)	Readings: <ul style="list-style-type: none"> <li>Report of the International Commission of Inquiry on Darfur to the United Nations Secretary-General. (HuskyCT)</li> <li>Samuel Totten. "The UN International Commission of Inquiry on Darfur: New and Disturbing Findings." <i>Genocide Studies and Prevention</i> (HuskyCT)</li> </ul>	
4/30 <b>In-class</b>	Debate	
5/2	Wrap-up	<b>Final Paper due</b>