

**The College of New Jersey**  
**School of Humanities and Social Sciences**  
**HGS 200 - Genocide and Human Rights (fall 2012)**

**Dr. Morton Winston, Professor of Philosophy**

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**Course Syllabus**

**1. Course Overview**

The purpose of this course is to provide a foundation course for the interdisciplinary minor in Holocaust and Genocide Studies (HGS). This course has no prerequisites and is intended to be the first course that students take in the Holocaust and Genocide Studies minor program. However, students who have already taken some more specialized courses dealing with the Holocaust can still benefit from this course as it places the Jewish Holocaust in the context of other twentieth century genocides and instances of mass violence.

This course broadens the student's understanding of the phenomenon of *genocide* by comparing the Holocaust to other instances of genocide and mass killing in the 20<sup>th</sup> century, in particular, the genocides in Armenia, Cambodia, Bosnia, and Rwanda. This course also addresses several of the major issues in the field of *genocide prevention* and examines the doctrine of the responsibility to protect [R2P]. Through the study of the phenomenon of genocide students will also gain insight into the development of the idea of universal human rights in the twentieth century.

This course is designed to provide students with an intensive, multidisciplinary introduction to the study of genocide. We will examine the phenomenon of genocide from historical, legal, political, psychological, and sociological and perspectives. The course will also provide an introduction to the ongoing debate over the prevention of genocide, ethnic cleansing, and other mass atrocities through an examination of the doctrine of the responsibility to protect.

The first section of the course will examine the phenomenon of genocide historically focusing on the major genocides of the twentieth century. We will study the Armenian genocide, the mass killings under Stalin and Mao, and the Jewish Holocaust.

In the second section of the course we will examine social scientific theories about the nature and causes of genocide, and some of the legal, political, moral, and religious responses to the persistence of genocide, and examine some of the reasons why the international community has generally failed to prevent or to suppress genocides.

In the third section we will study the major late twentieth century genocides in Cambodia, Bosnia, and Rwanda. In the concluding section of the course we will apply our understanding

of the phenomenon of genocide to the question of how to prevent genocide in the 21st century.

In the concluding section of the course we will examine accountability and justice for genocide and other crimes against humanity, and consider the doctrine of the responsibility to protect and other recent proposals for new norms and policies intended to finally make real the promise “Never again.”

## **2. Course Goals and Objectives**

**A. Content Goals:** Upon completing the requirements for this course:

- Students will have compared and analyzed cases of genocide and mass violence, including the Armenian genocide, the Holocaust, and the late twentieth century genocides in Cambodia, Bosnia and Kosovo, and Rwanda.
- Students will consider several theories of the origins and causes of genocide and mass violence and develop an understanding of the psychological, historical, cultural and political factors that can lead to genocidal violence.
- Students will have compared and analyzed several artistic and literary responses to genocide and will develop an understanding of how cases of genocide and mass violence affect individuals, families, communities and nations.
- Students will have studied the development of the idea of international human rights and humanitarian law and its relationship to the Holocaust and other cases of genocide and mass violence in the 20th century and have developed an understanding of the nature and justification of human rights.
- Students will understand the record of failure of states and the international community to effectively prevent and suppress genocide and be able to intelligently discuss the topics of humanitarian intervention, conflict prevention, and the responsibility to protect as possible means for preventing future cases of genocide and mass violence.

**B. Performance Goals:** Upon completing this course students will be better able to:

- Read original scholarly texts critically and analytically.
- Write at a superior college level.
- Prepare and deliver oral presentations.
- Conduct independent scholarly research.

### **C. Summary of Learning Activities**

The attainment of the learning goals for this course will be fostered by a diverse set of learning activities, including: directed reading assignments, additional recommended readings, lectures, class discussions, student presentations, films, essay exams, and a research paper. The instructor will also mentor students individually on their research papers. The course will make use of the fourth hour in order to prepare students who are giving presentations and when necessary, to gain extra time for films to be aired in entirety.

### **3. Course Requirements and Grading Policy**

Students taking this course will be graded the basis of several kinds of assignments:

1. One short (4-6 pages) take-home essay on questions associated with required readings and lectures concerning the history of genocide. [15% of grade]
2. One short (4-6 pages) take-home essay on questions associated with the required readings and lectures on theories about the phenomenon of genocide. [15% of grade]
3. An article exegesis of an assigned or recommended reading, presented in class with a written summary, OR a class presentation based upon a literary, artistic, or other creative work and a written summary thereof chosen by the student. [15% of grade]
4. An individual research project culminating in a 10-12 page essay written by the student in consultation with the instructor on a topic related to genocide or human rights. [25% of grade]
5. A cumulative essay style final exam. [20% of grade]
6. Students will be evaluated on their contribution to class discussion. [10%]

Items 1, and 2 are designed to test the student's mastery of key concepts, ideas, and issues presented in the required course readings and lectures.

Item 3 is designed to give students the experience of preparing a presentation for the class, delivering it orally, and responding to questions from their peers and the instructor.

Students will prepare and submit a research paper (item 4) dealing with a topic of interest to the student related to the themes of this course and approved by the instructor. This project will require that students engage in independent research on topics related to the course. Students will have time to revise their research papers, and receive comments from the instructor, before turning them in for a final grade. The instructor will also provide guidance on conducting research will suggest possible research topics. Specific instructions for these assignments and criteria for evaluation will be distributed at the appropriate time.

Item 5 the cumulative final exam is designed in order to test the student's overall mastery of the course material.

The essays and the research paper will be evaluated in accordance with the grading standards for written work in philosophy (see appendix), and feedback on student writing will be provided using Dr. Winston's Feedback Key (see appendix).

Item 6 is class participation. I evaluate this both for in-class discussion and online discussion. I will assign score for the first and second halves of the course based upon the frequency and quality of each student's participation either in class discussions or online. A class listserv will be established to encourage online participation.

### **A. Grading**

All assignments will be graded on a point system using the following (modified) scale: A+ 100-98; A: 97-93; A-: 92-90; B+: 89-87; B: 86-83; B-:82-80; C+:79-77; C: 76-73; C-: 72-70; D: 69-60; F: 59-0. Final grades will be calculated using a weighted point system based on the percentage weights of each type of assignment (see above). Grades will be posted on SOCS as they are recorded. Separate participation grades will be given for the first and second halves of the class. The oral and written portions of the article presentation will be graded distinctly (oral = 5; written =10).

### **B. Academic Integrity**

The College of New Jersey is a community of scholars and learners who respect and believe in academic integrity. Academic dishonesty is not tolerated at The College of New Jersey. Each student must do his or her own work and behave in an ethically responsible manner. Academic dishonesty includes, but is not limited to, the following behaviors:

- Using another author's words without enclosing them in quotation marks, without paraphrasing them, and/or without citing the source appropriately
- Concealing, destroying, or stealing research or library materials with the purpose of depriving others of their use
- Falsifying bibliographic entries
- Submitting any academic assignment which contains falsified or fabricated data or results
- Submitting the same term paper or academic assignment to another class without the permission of the instructor
- Feigning illness or personal circumstances to avoid a required academic activity
- Sabotaging someone else's work
- Collaborating on homework or take-home exams when instructions have called for independent work
- Attempting intimidation for academic advantage
- Inappropriate or unethical use of technologies to gain academic advantage
- Submitting a falsified document

For a complete description of the college's policy, including the adjudication process and possible sanctions, please see: <http://www.tcnj.edu/%7Eacademic/policy/integrity.html>.

### **C. Differing Abilities**

Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Office of Differing Abilities Services (609.771.2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. For additional information and guidelines for registering with the Office of Differing Abilities, please see <http://www.tcnj.edu/~wellness/disability/>

## **4. Course Readings**

This course will require a lot of reading (60-80 pages per week) and a lot of active class participation. Students should expect to spend between three and four hours per week for each hour of class time. Reading assignments will be given in the course syllabus and should be completed *before* the classes for which they are assigned. Most of the readings for the course will be drawn from the following required main texts which students are advised to purchase:

1. Adam Jones. *Genocide: A Comprehensive Introduction*. Second Edition, New York: Routledge, 2011. [GCI]
2. Samuel Totten and Paul R. Bartrop (Eds.). *The Genocide Studies Reader*. New York: Routledge 2009. [GSR]

In addition to the required readings, recommended readings will be drawn mainly from the following books or reports:

3. Gareth Evans and Mohammed Sahnoun et .al. *The Responsibility to Protect*. International Commission on Intervention and State Sovereignty, Ottawa 2001. (Internet pdf). [SOCS]
4. Madeline K. Albright and William S. Cohen, et al. *Preventing Genocide: A Blueprint for U.S. Policymakers*. Genocide Prevention Taskforce, Washington 2008. (Internet pdf) [SOCS]
5. Samantha Power. *A Problem from Hell: America in the Age of Genocide*. New York: Basic Books, 2002. [PFH]

Some additional readings, for instance, lecture notes, short essays, and current human rights news will also be accessible on SOCS or via the class listserv. There is also a sizable collection of human rights material on the Internet which you can access by following the links on the human rights resources page on SOCS. More information on library and internet resources will be made available during the semester.

## 5. Instructor Information

The instructor for this course is Dr. Morton Winston, Professor of Philosophy in the Department of Philosophy and Religion at the College of New Jersey. Dr. Winston has an extensive background in human rights theory and practice. Among other things, he has served as Chairman of the Board of Directors of the US section of Amnesty International. He has edited a book on the philosophy of human rights, written numerous articles on human rights, and has lectured on human rights topics in Europe, Africa, and Asia, as well as North America. Dr. Winston has received three Fulbright Scholarships: to South Africa (1992), Thailand (1999) and Denmark (2007) where he was the Danish Distinguished Chair of Human Rights and International Relations at the Danish Institute for Human Rights.

## 6. Course Schedule and Reading Assignments

This class meets on Tuesday afternoons in a double session. We will take a short break between each period. Occasionally we will use the fourth hour to screen film or engage in other activities. I will try to abide by the following course schedule as much as possible, but minor deviations may be required. While attendance is not graded it is strongly encouraged. If you have a valid medical excuse or a family emergency or wish to observe a religious holiday I will extend consideration on deadlines for presentations, papers, and exams.

The abbreviations used refer to the following: GCI *Genocide: A Comprehensive Introduction*, GSR *Genocide Studies Reader*; PFH *A Problem from Hell*, SOCS– electronic reserve; LR – library reserve; TBD – To be determined.

**8/28/2012 – Origins and Definition of Genocide** (please read these *before* the first class)

**Required Readings:** GCI Chapter 1, pp. 1-53; GSR 1.1 Lemkin pp. 6-11; GSR 1.4 UN Convention, pp. 30-33. GSR 5.1 Bartrop and Totten, pp. 135-156.

**Recommended Readings:** GCI Chapter 2, pp. 64-94

**Class Activities:** Get acquainted, review syllabus, overview of course subject matter.

**Film:** “Genocide”

**Milestones:** None

**9/4/2012: Labor Day (no class: TCNJ following Monday schedule)** Continue reading

**9/11/2012 – Colonial Genocides and the Armenian Genocide**

**Required Readings:** GCI Chapters 2 and 3, pp. 103-187.

2.1 Charny, pp. 36-40, 2.2 Smith, pp. 40-44, 2.3 Fein, pp. 44-55, Melson, 234-243.

**Recommended Readings:** PFH Chapters 1-2, pp. 1-30.

**Class Activities:** Lecture/Discussion, Student article presentations

**Milestones:** None

**9/18/2012 Stalin and Mao** (Rosh Hashanah)

**Required Readings:** GCI Chapter 5, pp. 188-232. GSR 3.3 Harff, pp. 71-78, 3.4 Schabas, pp. 78-86, 3.5 Semelin, pp. 86-91.

**Recommended Readings:** TBD

**Class Activities:** Lecture/Discussion, Student article presentations  
**Milestones:** None

**9/25/2012 The Jewish Holocaust** (Eve of Yom Kippur)

**Required Readings:** GCI Chapter 6, pp. 233-282. GSR 5.2 Niewyk, pp. 157-180.

**Recommended Readings:** PFH Chapter 3, pp. 31-45.

**Class Activities:** Lecture Discussion/ Student presentations.

**Film:** “Auschwitz: Inside the Nazi State”

**Milestones:** First take-home exam assigned

**10/2/2012 Genocide Denial vs. Truth and Accountability**

**Required Readings:** GCI Chapter 14, pp. 499-531. GSR 10.1 Ball, pp. 427-438.

**Recommended Readings:** PFH Chapters 4-5, pp. 41-86.

**Class Activities:** Lecture/Discussion.

**Film:** “The Nuremberg Trials”

**Milestones:** First take-home exam due

**10/9/2012 Psychological and Sociological Theories of Genocide**

**Required Readings:** GCI Chapters 10-11, pp. 381-445; GSR 4.1 Staub, pp. 97-108, 4.4 Stanton, pp. 127-129.

**Recommended Readings:** TBD

**Class Activities:** Lecture Discussion/ Student presentations

**Milestones:** Research paper topics due

**10/16/2012 Political, Gender, and Environmental Theories of Genocide**

**Required Readings:** GCI Chapters 12-13, pp. 446- 498; GSR 4.2 Harff, pp. 108-120, 4.3 Smith, pp. 120-127, 6.2 Kiernan, pp. 243-258.

**Recommended Readings:** TBD

**Class Activities:** Lecture Discussion/ Student presentations

**Milestones:** None

**10/23/2012 Dilemmas of Sovereignty and Intervention**

**Required Readings:** GCI Chapter 15, pp. 567-609; GSR 71. Bassiouni, pp. 288-290, 7.2 Maogoto, pp. 290-293, 7.3 Jentleson, pp. 293-297.

**Recommended Readings:** TBD

**Class Activities:**

**Milestones:** Second take-home exam assigned

**10/30/2012 Fall Break** *No class.* Continue reading

**11/6/2012 Cambodian Genocide (Election Day Remember to Vote!)**

**Required Readings:** GCI Chapter 7, pp. 283-316. GSR 9.4 Abiew, pp. 395-397.

**Recommended Readings:** PFH Chapter 6, pp. 87-154.

**Class Activities:** Lecture Discussion/ Student presentations.

**Film:** “Enemies of the People”

**Milestones: Second take-home exam due**

**11/13/2012 Bosnia and Kosovo**

**Required Readings:** GCI Chapter 8, pp. 317-345, GSR 9.1 Weiss and Collins, pp. 363-378, 9.6 Wheeler, pp. 409-424.

**Recommended Readings:** PFH Chapters 9 pp. 247-328 & 12, pp. 443-474.

**Class Activities:** Lecture Discussion/ Student presentations.

**Film:** “No Man’s Land”

**Milestones: Research paper bibliographies due**

**11/20/2012 The Rwandan Genocide**

**Required Readings:** GCI Chapter 9, pp. 346-380; GSR 8.1 Stanton, pp. 317-320, 8.2 Fein pp. 320-338,

**Recommended Readings:** 8.3 Dallaire, pp. 338-358, PFH Chapter 10, pp. 329-390.

**Class Activities:** Lecture/Discussion, Student presentations.

**Film:** “Ghosts of Rwanda”

**Milestones:** None

**11/27/2012 Ad Hoc Tribunals and the International Criminal Court**

**Required Readings:** GCI Chapter 15, pp. 532-566; GSR 11.1 Akhavan and Johnson, pp. 441-452, 12.3 Lyon and Drumbl, pp. 473-482, 12.4 Pillay pp. 482-484.

**Recommended Readings:** PFH Chapter 13, pp. 475-502.

**Class Activities:** Lecture/Discussion

**Milestones: Research papers due**

**12/4/2012 Humanitarian Intervention and the Responsibility to Protect**

**Required Readings:** GCI Chapter 16, pp. 567-609; GSR 7.4 pp. 298-315,

**Recommended Readings:** PFH, Chapter 14, pp. 503-516.

The Responsibility to Protect (full report) SOCS. Preventing Genocide (full report) SOCS.

**Class Activities:** Lecture/Discussion

**Milestones:** Course Evaluation

**FINAL EXAM TBA**



## Appendix

### Grading Standards for Written Work in Philosophy

#### **Outstanding: (100-90 points) A range**

Skillfully argues a clear, well-supported position and demonstrates mastery of the elements of writing.

- Presents a compelling, clear, debatable claim which is focused and specific.
- Provides ample, relevant, concrete evidence and persuasive support (i.e., reasons, examples, data or quotations) for each debatable assertion.
- Synthesizes information and arguments from multiple, reliable sources or perspectives, summarizes them fairly, and assesses them critically.
- Displays a clear and consistent overall organization of interrelated ideas.
- Develops cogent, logically organized paragraphs with clear, concise, and effective transitions.
- Demonstrates outstanding control of language, including effective word choice and sentence variety, and superior facility with the conventions of standard written English (i.e., grammar, usage, punctuation, and mechanics).

#### **Strong: (89-80 points) B range**

Competently argues a position, provides relevant supporting detail, and demonstrates good control of the elements of writing.

- Presents an interesting, clear, and debatable claim.
- Provides relevant, concrete evidence and persuasive support (i.e., reasons, examples, data or quotations) for most debatable assertions.
- Incorporates information and arguments from multiple, reliable sources or perspectives, but does not always assess them critically.
- Displays a clear and consistent overall organization of ideas.
- Develops unified and coherent paragraphs with clear transitions.
- Demonstrates strong control of language, including appropriate word choice and sentence variety, and facility with the conventions of standard written English (i.e., grammar, usage, punctuation, and mechanics).

#### **Adequate: (79-70 points) C range**

Argues a position, provides supporting detail, and demonstrates a working knowledge of the elements of writing.

- Presents a claim which is not necessarily debatable or specific.
- Provides evidence and support for most assertions (i.e., reasons, examples, data or quotations).
- Incorporates multiple sources or perspectives, some of which may be unreliable or used uncritically.
- Displays an overall organization, but some ideas may seem illogical and/or unrelated.
- Develops unified and coherent paragraphs with generally adequate or apparent transitions.
- Demonstrates control of language, including word choice and sentence variety, and a familiarity with the conventions of standard written English (i.e., grammar, usage, punctuation, and mechanics).

**Limited: (69-60 points) D range**

Attempts to argue a position that is undeveloped, unfocused, and/or unsupported and demonstrates uneven control of the elements of writing.

- Presents a claim which is vague, limited in scope and/or marginally debatable.
- Provides little support, analysis or persuasive reasoning; may rely heavily on sweeping generalizations, narration, description, or summary.
- Insufficiently incorporates multiple sources and/or inadequately addresses alternative perspectives.
- Displays an uneven, illogical, and/or ineffective organization.
- Generally develops coherent and unified paragraphs, but transitions may be weak or abrupt.
- Displays problems in word choice and/or sentence structure which sometimes interfere with meaning; sentence variety may be inadequate. Occasional major or frequent minor errors in grammar, usage, punctuation, and mechanics.

**Seriously Limited: (59-50 points) F range**

Asserts a position that is largely undeveloped, unfocused, and/or unsupported and demonstrates insufficient control of the elements of writing.

- Presents a claim which is unclear, inconsistent, and/or insufficiently debatable.
- Lacks supporting evidence, analysis, or persuasive reasoning; may rely excessively on narration, description or summary.
- Fails to incorporate multiple sources and/or shows little or no awareness of alternative perspectives.
- Displays no consistent overall organization.
- Does not develop coherent and unified paragraphs; transitions are illogical, unclear, or absent.
- Displays problems in word choice and/or sentence structure that frequently interfere with meaning; sentences are unvaried. Consistent errors in grammar, usage, punctuation, and mechanics.

## **Dr. Winston's Feedback Key**

### **Marking Notations**

[\* = see comment] [NS = non sequitur] [SP = spelling error] [GR = grammatical error] [~~~~ = wrong or vague word] [¶ = paragraph] [e.g. = provide example] [~ = invert order] [^ = insert] [circle = typo or misspelling] [w/o = without] [X = delete]

### **Content/Support in Body Paragraphs**

1. good point (also check mark)
2. begin body paragraph with point (topic sentence)
3. good quote or other textual evidence to support point
4. for example?; or find specific textual evidence (quote if possible) to support point; or weak quote or text evidence for support
5. well argued or reasoned or analyzed or explained
6. weak analysis; or need to analyze (discuss, comment on) text in specific terms of point and overall point (thesis); or how so?
7. good quote from secondary source (for research papers)
8. need a citation or reference to support this claim.

### **Overall Essay Format**

9. good introductory paragraph
10. develop your intro more; or need a general intro to topic and thesis, or a more precise and interesting thesis.
11. good clear and precise thesis statement
12. weak thesis; or unclear what thesis is; or trite and generic thesis
13. good summary and conclusion
14. weak summary and conclusion; or where is your summary and conclusion?
15. good summary but try to come to a more general conclusion or develop conclusion more

16. combine these paragraphs on same idea or point into one paragraph

### **Style, Sentence Structure, and Diction**

17. confusing or incorrect sentence structure

18. sentence fragment (not an independent clause)

19. awkward diction and/or sentence structure

20. colloquial style, make more formal

21. wrong word or vague or ambiguous (e.g., ambiguous antecedent of pronoun); clarify, find better or more precise word

### **Editing, Grammar, Punctuation, and Citation Errors**

22. comma splice - A comma is too weak to join 2 independent clauses; put a semicolon or a period.

23. semicolon rule - A semicolon joins 2 relatively short and simple independent clauses that are closely related.

24. colon rule - What comes before the colon must be an independent clause (S and V) that can stand by itself as a sentence; what comes after the colon can be a series, a quote, another independent clause, or a single word or phrase.

25. misuse of a possessive apostrophe (society's problems, Williams' play or Williams's play—just be consistent)

26. missing a punctuation mark (e.g., when interrupting S and V, put a comma on both sides of the interruption)

27. spelling error (always proofread aloud and run spell check)

28. typo; (besides running spell check, always proofread by reading aloud from a hard copy)

29. cite the page number of quote parenthetically after the quote; author last name or title unnecessary if source is clear.

30. put your name, course prefix and number, date, Dr. Winston, in the upper left-hand corner of the first page

31. supposed to paginate document ; insert page number in the upper right-hand corner after your last name

32. to versus too vs. two/your vs. you're/their vs. they're vs. there/were v. we're v. where/its v. it's (it is)/than v. then/lose v. loose

33. incorrect format for citations in text and/or works cited. (Consult style manual).

34. capitalization or italics or underline needed/not needed.

35. use a block quote, double-space, no quotation marks. Period before parenthetical citation.