There have been many atrocities throughout human history, and they are likely to continue. This is not a flaw of primitives; the 20th century spawned some of history’s worst atrocities, and highest body counts. The word Genocide was coined reflecting this reality, and the practice has been a particular blot on its history. We will study the nature, scope and definitions of genocide, differentiating it from other forms of atrocities, exploring arguments concerning the various types of genocide, e.g., the classic case (racial, national, religious or ethnic genocide), as opposed to mass murder based on ideology, especially communist programs. We will explore the domestic political practices and social conditions which support, and the international factors which allow for (or fail to prevent) genocide.

Our primary cases will be Cambodia (1975-1979) and Rwanda (1994). We will also reference other episodes, such as Armenia, the Holocaust, the Ukraine terror famine, Japan in China, Bangladesh, al Anfal in Iraq, Bosnia, and Sudan. We will study the Genocide Convention; we will watch several movies, both theatrical movies and documentaries.

Read prior to class, and come prepared to participate.

Learning Objectives:

- identify various episodes of genocide and genocidal atrocities, and their common or unique qualities; identify the varieties of genocidal episode, and their motivations;
- define genocide; identify Raphael Lemkin, and his historical role in the definition and outlawing of genocide;
- explain what kind of regimes commit genocidal atrocities, and why;
- explain why people (individuals) participate in genocidal atrocities; the circumstances under which societies are caught up in genocidal frenzies;
- explain the international circumstances, or domestic politics of outside regimes, which create obstacles to interference with genocidal atrocities.
- list and discuss the potential policies which might prevent or remedy genocidal atrocities (pros/cons?).
- summarize and describe the two primary cases; compare them with other episodes.
**Grading:** (10 point scale)

- 20% midterm exam
- 15% Participation
- 20% final exam
- 15% paper #1
- 15% paper #2
- 15% paper #3

**Readings:** (available in Student Store & UBE)


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**Introduction**

**June 25**

**Why study Genocide?**

Structure of the course, assignments; Definition of Genocide?

Power preface; Century, foreword

**June 28**

**Time Line of International Context in the Twentieth Century**

Imperialism and its Collapse; War, Communist Expansion, Nation-building, Cold War, Decolonization, New World dis-Order

**June 29**

**Before the Holocaust**

Herero (1905), Armenians (1915), Ukraine (1932), Nanking (1937)

Power ch.1; Century ch.1-3

**June 30**

**The Holocaust (1933-1945); Raphael Lemkin and the Genocide Convention**

Power ch. 2-5; Century ch.4-6

**July 1**

**What is Genocide? Discussion of debated cases**

Paper #1 DUE

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**Cambodia**

Power ch.6; Century ch.11

**July 6**

**movie: The Killing Fields**

**July 7-8**

Case Background: International context, inc. colonialism, Vietnam, and the Cold War;
Domestic context, inc. civil war & fatigue; Ideology, inc. Maoist ideology, Pol Pot & the Khmer Rouge, Communist ideologies of Collectivization, utopian social engineering

**July 12**

**movie: S21: the Killing Machine of the Khmer Rouge**

Paper #2 Due

**July 13**

Conclusions on Cold War politics, Collectivization as Genocide; aftermath?

**July 14**

foreign policy; domestic politics of national interest and non-intervention

**July 15**

Exam
Rwanda
Power ch.10; Century ch.10,13

July 19  movie: Hotel Rwanda

July 20-21 Case Background: International context (Somalia), regional context (Rwanda-Burundi, Uganda); Domestic (Hutu-Tutsi, Hutu Power regime); Genocide; preparation, coverage, aftermath (including reprisals, Zaire, regional conflict); International responses

July 22  Conclusions on Rwanda, race murder, obedience, the ideology of scapegoats; aftermath?

July 26  movie: Ghosts of Rwanda
Paper #3/Policy Brief Due

Common threads? Unique Qualities? Lessons?
Power ch.13,14; Century 16,17

July 27-29 Qualities of Genocidal regimes; what regimes are more likely to commit mass murder of civilians? How to get people to participate? Moral choices: Resistance & Complicity? Heroes & resistors, and their consequences; Aftermath? Observers; Lessons from each case? Enforcement & the International Community; Conclusions?

July 31  final exam
Friday

May 27, 2010 draft