

CAS HI 384 HISTORY OF GENOCIDE

Class meetings: Mon & Wed 4:30–5:45pm

Room: CAS 213

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Unless otherwise noted, your instructor and TFs check their emails at least once a day.

COURSE SUMMARY

Genocide, the annihilation of an ethnic, religious, or racial group, represents one of the most extreme methods a government employs to combat perceived or real threats to its rule. Although practiced centuries before legal scholar Raphael Lemkin coined the term “genocide” in 1944, genocidal mass murder became more effective than ever before beginning in the early years of the twentieth century. The availability of various forms of advanced technologies, such as highly sophisticated communication systems and weapons capabilities, combined with the military doctrine of “total war” and such ideologies as Social Darwinism developed in the nineteenth century, facilitated genocidal policies of total destruction of “dangerous” and “undesirable” groups. The following cases clearly demonstrate the magnitude of the problem we address in this course. They represent only a sample of state-organized mass murder in the past one hundred years or so:

75,000	Hereros in West Africa/Namibia, 1904–07
1,500,000	Armenians in the Ottoman Empire/Turkey, 1915–23
5,000,000	Ukrainians in Soviet Ukraine, 1932–1933 (Holodomor)
6,000,000	Jews in Europe, 1938–45 (Holocaust)
500,000	Indonesians in Indonesia, 1965–66
3,000,000	Bengalis in East Pakistan/Bangladesh, 1971
2,000,000	Cambodians & ethnic minorities in Cambodia, 1975–79
800,000	Tutsis in Rwanda, 1994
400,000	Fur, Masalit, & Zaghawa in Darfur, Sudan, 2003–10

The principal objective of this course is to examine the social, political, economic, and cultural causes and consequences of genocides. This course offers interdisciplinary perspectives and comparative approaches to the phenomenon of genocide. We first analyze various definitions of genocide, with particular attention to the UN Convention on the Prevention and Punishment of the Crime of Genocide (1948). Next, we examine in some detail several case studies while applying pertinent theoretical perspectives. Case studies, analyzed in a comparative approach and in a combination of historical and theoretical perspectives, offer a comprehensive understanding of the causes and consequences of genocides and enable us to identify some of the essential characteristics of the perpetrators and victims of genocide.

Several key themes appear throughout the course, including:

- the historical context of hardening of ethnic and religious boundaries;
- the main characteristics of political leaders;
- the role of certain state agencies in the implementation of genocidal policies;
- state propagation of a specific ideology and the dehumanization of the victim groups;
- the impact of international conditions and events, such as geopolitical competition, war, colonization, imperial decline, and decolonization.

In the final section of the course, we assess the various methods and the institutional means currently available for the prevention of genocide. For example, the United Nations is viewed as the most significant multilateral institution with universal legal standards and the moral authority to authorize humanitarian intervention when necessary to prevent state-sponsored mass murder and genocide. To what extent has the United Nations been successful in preventing genocides? Do major powers possess the moral authority and/or the legal obligation to intervene in the internal affairs of a sovereign government when the latter is engaged in genocidal acts against its own citizens? Further, can survivors of victim groups have just compensation? What constitutes just compensation? To what extent can genocide survivors be healed? What constitutes healing? We conclude the course with an assessment of the overall impact of genocides on human civilization in general.

REQUIRED TEXTS

The following books will be available for purchase at the BU bookstore

- ◆ Ben Kiernan, *Blood and Soil* (Yale University Press, 2009).
- ◆ Carol Rittner, et al., eds. *Will Genocide Ever End?* (Paragon, 2002).
- ◆ Samuel Totten and William S. Parsons, eds., *Centuries of Genocide*, 4th ed. (Routledge, 2013).

Online books via Mugar Library

- ◆ Jonathan Moore, ed., *Hard Choices* (Rowman and Littlefield, 1998).
- ◆ Carnegie Corporation, *Preventing Deadly Conflict: Final Report* (Carnegie Corporation, 1997).

(*) Optional Reading on reserve at the Mugar Library

- ◆ Adam Jones, *Genocide: A Comprehensive Introduction*, 2nd ed. (Routledge, 2010).

COURSE REQUIREMENTS

The final course grade will be assessed on the basis of the following:

Attendance & participation	10%	
Abstracts	40%	5 abstracts, each 8%
Book review essay	30%	due date: Wednesday, April 26, 2017
Analytical Essay on the 5 Abstracts	20%	due date: scheduled final exam day [TBA]

Attendance and Participation (10%)

Attendance and class participation are essential for a successful semester. While material presented in some lectures correlate with the assigned readings, other lectures cover different themes and topics from the assigned readings. In their written assignments, students are responsible for all material presented in lectures and assigned readings.

Abstracts (5 x 8% = 40%)

Students are required to submit five abstracts on scholarly articles of their choice. These articles must be publications in professional journals. Abstracts must be typed, single-spaced, and with full bibliographical information. Please see the attached guidelines at the end of this course syllabus for details. For scholarly articles related to genocide, see the following journals [available online via Mugar Library]:

American Historical Review
American Journal of Political Science
American Political Science Review
Foreign Affairs
Genocide Studies and Prevention
Holocaust and Genocide Studies
Human Rights Quarterly
Human Rights Review

International Affairs
International Organization
International Studies Quarterly
Journal of Conflict Studies
Journal of Genocide Research
Journal of Peace Research
Patterns of Prejudice
Studies in Ethnicity and Nationalism

Book Review Essay [3,000 words] (30%)

Students are required to write a book review essay on three books on the same case. In general, a book review essay examines each author's approach to the subject under consideration, his/her analytical framework and methodology, ideological orientation, and interpretations. A book review guide appears at the end of this syllabus.

The review essay must integrate material from the material covered in this course (assigned readings and lectures) if the student wishes to receive an "A" on the paper. The review essay should not include more than three short quotes. The paper must be 3,000 words in length minimum, typed, and double-spaced. Full bibliographical information of the books reviewed should appear at the end of the paper. If you do use other sources, be sure to include documentation in footnotes or endnotes. There is no need for footnotes/endnotes for the books being reviewed; instead, insert references (in parentheses) in the text of your paper—for example: (Kuper 50).

Analytical Essay on the 5 Abstracts [2,000 word] (20%)

In this essay, 2,000 words in length (minimum), students offer a summary of the findings in their 5 abstracts and—following the book review format—present their evaluation of the issues covered and the approaches employed in the same abstracts. In order to receive an “A” grade on this essay, the student should include the following four components:

- (1) A summary of your 5 abstracts;
- (2) An evaluation of the issues covered in your abstracts;
- (3) An assessment of the approaches employed in your 5 abstracts; and
- (4) Integration of relevant material covered in the assigned readings and lectures.

Note on Extensions & University Academic Conduct Code

Extensions for written assignments are strongly discouraged and will be allowed in extremely urgent emergencies only and with adequate documentation. Otherwise, 10 points will be subtracted from the grades for each day delayed after the scheduled due dates.

Students must adhere to all university standards of academic conduct. Plagiarism and other forms of academic misconduct will not be tolerated. Students violating the rules of academic conduct will automatically fail the course. All such cases will be referred to the Dean’s Office. Please consult the Boston University Academic Conduct Code, copies of which are available in CAS 105 or at <http://www.bu.edu/academics/resources/academic-conduct-code/>.

Students with Documented Disabilities

If you have a disability that requires extra time for assignments, or any other accommodations, please bring a note from the BU Office of Disabilities Services by January 27, 2017.

COURSE OUTLINE

In case of any changes in the schedule for reading assignments below, your instructor will announce them in class.

Week of Jan. 23	INTRODUCTION: CONCEPTS AND TYPOLOGIES OF GENOCIDE Rittner et al., <i>Will Genocide Ever End?</i> Part I, pp. 21–62 Kiernan, <i>Blood and Soil</i> , Introduction, pp. 1–42; Ch. 1, pp. 43–71 Totten & Parsons, <i>Century of Genocide</i> , pp. 1–15, Appendix, pp. 578–582
Week of Jan. 30	IMPERIAL EXPANSION, SETTLER COLONIALISM, AND GENOCIDAL MASSACRES Kiernan, <i>Blood and Soil</i> , Chs. 7–9, pp. 249–389 Totten & Parsons, <i>Century of Genocide</i> : Chs. 1–3, pp. 17–114
Week of Feb. 6	THE ARMENIAN GENOCIDE Kiernan, <i>Blood and Soil</i> , Ch. 10, pp. 395–415 Totten & Parsons, <i>Century of Genocide</i> : Ch. 4, pp. 117–155 (*) Jones, <i>Genocide</i> , Ch. 4, pp. 149–171 Monday, Feb. 6, Abstract #1 due

- Week of Feb. 13 THE HOLODOMOR
 Kiernan, *Blood and Soil*, Ch. 13, pp. 486–511
 Totten & Parsons, *Century of Genocide*: Ch. 5, pp. 157–189
 (*) Jones, *Genocide*, Ch. 5, pp. 188–203
Wednesday, Feb. 15, Book Review Essay topic due
- Week of Feb. 20 THE HOLOCAUST
 Kiernan, *Blood and Soil*, Ch. 11, pp. 416–454
 Totten & Parsons, *Century of Genocide*: Ch. 6, pp. 191–247
 (*) Jones, *Genocide*, Ch. 6, pp. 233–254
Wednesday, Feb. 22, Abstract #2 due
Monday, Feb. 20, classes suspended; Tuesday, Feb. 21, scheduled as “Monday”
- Week of Feb. 27 COMPARATIVE ANALYSIS
 Cases: Herero, Armenian, Holodomor, Holocaust
- Week of Mar. 6 **Spring recess**
- Week of Mar. 13 BANGLADESH, EAST TIMOR, AND CAMBODIA
 Kiernan, *Blood and Soil*, Ch. 15, pp. 539–554; Epilogue, pp. 571–582
 Totten & Parsons, *Century of Genocide*: Chs. 7–9, pp. 249–353
 (*) Jones, *Genocide*, Ch. 7, pp. 283–316; Ch. 8/Box 8A, pp. 340–345
Wednesday, March 15, Abstract #3 due
- Week of Mar. 20 GENOCIDES IN THE NUBA MOUNTAINS, BURUNDI AND RWANDA
 Kiernan, *Blood and Soil*, Ch. 15, pp. 555–570
 Totten & Parsons, *Century of Genocide*: Chs. 12–13, pp. 421–475
 (*) Jones, *Genocide*, Ch. 9, pp. 346–361
Monday, March 20, Book Review Essay outline and bibliography due
- Week of Mar. 27 GENOCIDE AND TERROR IN BOSNIA HERZEGOVINA AND KOSOVO
 Kiernan, *Blood and Soil*, Epilogue, pp. 587–594
 Totten & Parsons, *Century of Genocide*: Ch. 14, pp. 477–511
 (*) Jones, *Genocide*, Ch. 8, pp. 317–339
Wednesday, March 29, Abstract #4 due
- Week of Apr. 3 GENOCIDE IN DARFUR
 Totten & Parsons, *Century of Genocide*: Ch. 15, pp. 513–577
 (*) Jones, *Genocide*, Ch. 9/Box 9A, pp. 371–379

- Week of Apr. 10 PREVENTION & CESSATION OF GENOCIDE: STRUCTURAL PREVENTION, EARLY WARNING, AND MILITARY INTERVENTION
 Rittner et al., *Will Genocide Ever End?* Part III, pp. 111-157
 Carnegie, *Preventing Deadly Conflict* (1997), Chs. 4-5, pp. 69-127 [available online via Mugar Library]
 Moore, *Hard Choices*: J. Bryan Hehir, Ch. 2, "Military Intervention and National Sovereignty," pp. 29-54 [available online via Mugar Library]
Monday, April 10, Abstract #5 due
- Week of Apr. 17 COMPARATIVE ANALYSIS
 Cases: Bangladesh, East Timor, Cambodia, the Nuba Mountains, Burundi, Rwanda, Bosnia Herzegovina, Kosovo, Darfur
Monday, April 17, classes suspended; Wednesday, April 19, scheduled as "Monday"
- Week of Apr. 24 PREVENTION & CESSATION OF GENOCIDE
 Rittner et al., *Will Genocide Ever End?* Part IV, 159-199
 Moore, *Hard Choices*: Kofi A. Annan, Ch. 3, "Peacekeeping, Military Intervention, and National Sovereignty in Internal Armed Conflicts," pp. 55-69 [available online via Mugar Library]
Wednesday, April 26, Book Review Essay due
- Week of May 1 PREVENTION & CESSATION OF GENOCIDE
 Francis M. Deng, "From 'Sovereignty as Responsibility' to the 'Responsibility to Protect,'" *Global Responsibility to Protect 2* (2010): 353-370. [available online via Mugar Library]
- Wed. May 3 PREVENTION & CESSATION OF GENOCIDE
Last day of class
 Rittner et al., *Will Genocide Ever End?* Epilogue, pp. 201-205
 Kiernan, *Blood and Soil*, Epilogue, pp. 594-606
 (*) Jones, *Genocide*, Ch. 15, pp. 532-558; Ch. 16, pp. 567-601

Last Day of Classes: Wednesday, May 3, 2017

Study Period: Thursday, May 4-Sunday, May 7, 2017

Final Exam Period: Monday, May 8-Friday, May 12, 2017

BOOK REVIEW ESSAY GUIDE

Students are required to write a critical analysis of three books. Unlike “book reports,” the review essay does more than summarize the material covered in each book. The review essay compares and contrasts the authors’ approaches to specific issues as presented in their books, their analytical frameworks and methodologies, and their ideological orientation and interpretations. Accordingly, it is essential that the essay be organized thematically rather than as separate reviews on each book.

The following is to guide you in preparing your essay outline:

I. Introduction

- 1) What are the books about?
- 2) What is each author’s purpose in writing his/her book? Usually, but not always, this is clearly stated in the preface or in the introduction. Who is their intended audience—for example, the general public, university students/scholars, policy makers?
- 3) What are the principal theses presented in their books?

II. Analysis

- 1) What are the major components of each book—for example, how many chapters (mention some examples of chapter titles), charts, and tables? If the author does include charts and tables, are they useful?
- 2) How do the books support their theses? This is done by answering the following questions:
 - ▶ What are some of the major arguments regarding specific issues, events, personalities, and so forth?
Do the authors agree on specific points and disagree on others?
 - ▶ What evidence do they present to support their theses?
 - ▶ What type of primary sources do the authors rely on—for example, government archives, personal papers, interviews? And secondary sources?
- 3) What is the mode of analysis used by each author—descriptive, explanatory?

III. Conclusion

- 1) How successful is each book in accomplishing what it promised in the preface or the introduction?
- 2) How useful do you think are these books—for example, for the general public, university students/scholars, policy makers? Would you recommend them to your friends? Why or why not? Explain.

ABSTRACTS GUIDE

The purpose of writing abstracts in this course is to encourage employment of rigorous methodologies in our analyses of genocides. The abstracts require close reading of scholarly articles in professional journals to identify not only the substance of the presented material but also the structure and methodology of the author's analysis.

Abstracts should state as clearly as possible whether the author's methodology relies on causation, correlation, and/or description in his or her analysis. Finally, writing abstracts in this course enables students to possess, by the end of this semester, clearly definable set of hypotheses and accumulated empirical knowledge regarding the phenomenon of genocide.

The following book contains useful samples of abstracts (available on reserve at the Mugar Library):

Susan D. Jones and J. David Singer, *Beyond Conjecture in International Politics: Abstracts of Data-based Research* (Itasca, IL: F.E. Peacock, 1972).

Each abstract must consist of the following items, adopted from Jones and Singer:

1. Full bibliographical information.

2. Query.

In clear language, identify the key question(s) the article addresses.

For example: To what extent does a government's level of militarization explain its policy to resort to genocide?

3. Spatial & temporal domain.

Spatial refers to the specific subject examined in the article.

For example: the number of genocide cases the article examines.

Temporal refers to the period or years covered in the article.

4. Principal variables.

In general, these consist of two types:

- 1) predictor or independent variables; and
- 2) outcome or dependent variables.

Identify them clearly.

5. Sources of information.

Include some examples of the primary and secondary sources referred to in the article.

6. Nature of analysis. This section considers the following:

Is the article explanatory, correlational, or strictly descriptive?

Is it based on empirical data (quantitative) analysis? Qualitative analysis?

Does it present and test explicit hypotheses?

7. Findings.

What are the principal conclusions offered by the article?

Does the author suggest that his/her findings are relevant and applicable to other cases of genocide? Or are the conclusions limited specifically to the case under consideration?

8. In the last section, offer your own hypothesis (hypotheses) derived from article.