

## CAS HI 384 HISTORY OF GENOCIDE

Class meetings: T & Th 3:30-4:45pm

Room: CAS 326

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Unless otherwise noted, your instructor and TF 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 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 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 to prevent state-sponsored mass murder and genocide. To what extent has the UN 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, we explore the issues of compensation and healing. Can genocide survivors 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 & William 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: Thursday, Nov. 30
- ♦ Analytical Essay on the 5 Abstracts 20% due date: Tuesday, Dec. 19, 3:00–5:00pm

♦ Please email **all written assignments** to your TF and instructor and submit a hard copy to your TF in class on the scheduled due date.

### **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 topics beyond the assigned readings. While there are no exams in this course, students are responsible for all material presented in lectures and assigned readings and must demonstrate their mastery of the material in their written assignments.

### **Abstracts (5 x 8% = 40%)**

Students are required to submit five abstracts on scholarly articles related to genocides from the following professional 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*

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.

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

Students are required to write a book review essay on three books on the same genocide. 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 essay guide appears at the end of this syllabus. The essay topic is due **Thursday, Sept. 28**; the essay outline and bibliography are due on **Thursday, Oct. 26, 2017**.

The review essay must integrate material from the assigned readings and lectures if the student wishes to receive an "A" on the paper.

**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 by the authors of the 5 articles.

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 by the authors of the 5 articles and as you have presented in your abstracts;
- (3) An assessment of the approaches employed by the authors of the 5 articles and as you have presented 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 Thursday, Sept. 14, 2017.

**COURSE OUTLINE**

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

|                     |  |
|---------------------|--|
| WEEK OF SEPT. 5/7   | INTRODUCTION: CONCEPTS AND TYPOLOGIES OF GENOCIDE<br>Rittner et al., <i>Will Genocide Ever End?</i> Part I, pp. 21–62<br>Kiernan, <i>Blood and Soil</i> , Introduction, pp. 1–42; Ch. 1, pp. 43–71<br>Totten & Parsons, <i>Century of Genocide</i> , pp. 1–15, Appendix, pp. 578–582 |
| WEEK OF SEPT. 12/14 | IMPERIAL EXPANSION, SETTLER COLONIALISM, AND GENOCIDAL MASSACRES<br>Kiernan, <i>Blood and Soil</i> , Chs. 7–9, pp. 249–389<br>Totten & Parsons, <i>Century of Genocide</i> : Chs. 1–3, pp. 17–114  |

- WEEK OF SEPT. 19/21 THE ARMENIAN GENOCIDE  
Kiernan, *Blood and Soil*, Ch. 10, pp. 395–415  
Totten & Parsons, *Century of Genocide*: Ch. 4, pp. 117–155  
(\* ) Jones, *Genocide*, Ch. 4, pp. 149–171  
**Tuesday, Sept. 19, Abstract #1 due**
- WEEK OF SEPT. 26/28  
Tuesday, Sept. 26 HUMAN RIGHTS AND VIOLENT INTERNAL CONFLICT  
Prof. David Cingranelli (Political Science, Binghamton Univ. SUNY)  
5:30pm, GSU Conference Auditorium
- Thursday, Sept. 28 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  
**Thursday, Sept. 28, Book Review Essay topic due**
- WEEK OF OCT. 3/5 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  
**Thursday, Oct. 5, Abstract #2 due**
- WEEK OF OCT. 10/12  
Tuesday, Oct. 10 No Class. Substitute Monday Schedule of Classes  
Thursday, Oct. 12 Comparative analysis of the cases covered to date
- WEEK OF OCT. 17/19 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  
**Thursday, Oct. 19, Abstract #3 due**
- WEEK OF OCT. 24/26 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  
**Thursday, Oct. 26, Book Review Essay outline and bibliography due**
- WEEK OF OCT. 31/NOV. 2 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  
**Thursday, Nov. 2, Abstract #4 due**

- WEEK OF NOV. 7/9      GENOCIDE IN DARFUR  
Totten & Parsons, *Century of Genocide*: Ch. 15, pp. 513–577  
(\* ) Jones, *Genocide*, Ch. 9/Box 9A, pp. 371–379
- WEEK OF NOV. 14/16      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]  
**Thursday, Nov. 16, Abstract #5 due**
- WEEK OF NOV. 21/23      PREVENTION & CESSATION OF GENOCIDE  
**Wednesday, Nov. 22 – Sunday, Nov. 26 – Thanksgiving Recess**
- WEEK OF NOV. 28/30      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]  
**Thursday, Nov. 30, Book Review Essay due**
- WEEK OF DEC. 5/7      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]
- Tuesday, Dec. 12      PREVENTION & CESSATION OF GENOCIDE  
*Last day*      Rittner et al., *Will Genocide Ever End?* Epilogue, pp. 201–205  
*of class*      Kiernan, *Blood and Soil*, Epilogue, pp. 594–606  
(\* ) Jones, *Genocide*, Ch. 15, pp. 532–558; Ch. 16, pp. 567–601

**Analytical Essay on the 5 Abstracts** due date: Tuesday, Dec. 19, 2017, 3:00–5:00pm

*University schedule*—

**Last Day of Classes:** Tuesday, Dec. 12

**Study Period:** Dec. 13–15

**Final Exam Period:** Dec. 16–21

## **BOOK REVIEW ESSAY GUIDE**

Due date: Thursday, Nov. 30, 2017

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 review essay must

- integrate material from the assigned readings and lectures if the student wishes to receive an “A” on the paper.
- not include more than three short quotes.
- be 3,000 words in length minimum, typed, double-spaced, and paginated.
- include full bibliographical information of the books reviewed 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 1981: 50).

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

### ***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 students to employ rigorous methodologies in their analyses of genocides. Writing abstracts enables students to possess, by the end of this semester, a clearly definable set of hypotheses and accumulated empirical knowledge regarding the phenomenon of genocide.

The abstracts require close reading of scholarly articles in professional journals to examine and evaluate 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 and analysis rely on causation, correlation, and/or description.

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) Independent or predictor variables; and

2) Dependent or outcome variables.

The independent or predictor variable refers to the cause or causes;

The dependent or outcome variable refers to the result or results.

Your task is to 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 the article.