

**CAS HI 384 HISTORY OF GENOCIDE**

Class meetings: T & Th 2:00-3:15

Room: CAS 324

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**PROFESSOR SIMON PAYASLIAN**

Office: 508 @ 226 Bay State Road

Office hours: T 11:00am–12:30pm | Th 11:30am–1:00pm | or by appointment

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Unless otherwise noted, your instructor checks his emails at least once a day.

**Note: Computers and phones  
cannot be used during class and must be turned off**

**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 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.

### 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]

### COURSE REQUIREMENTS

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

- |                        |     |                                 |
|------------------------|-----|---------------------------------|
| • Attendance           | 10% |                                 |
| • Midterm exam         | 30% |                                 |
| • Final exam           | 35% |                                 |
| • Article Review Essay | 25% | 1,500 words in length (minimum) |

#### **Attendance (10%)**

Attendance is essential in this course. While material presented in some lectures correlate with the assigned readings, other lectures cover topics beyond the assigned readings. The course lectures are posted on Blackboard Learn, and students are responsible for all material covered in the assigned readings and presented in lectures.

#### **Midterm Exam (30%) / Final Exam (35%)**

The midterm and the final are in-class exams. They cover the material presented in lectures and the assigned readings. A week in advance, your instructor will hand out a list of terms and essay questions. Each exam consists of two parts: Part I requires that you define/identify terms; Part II requires that you write an essay on a question.

#### **Article Review Essay 1,500 words in length (minimum) (25%)**

Students write a review essay of three scholarly articles on the same topic. A review guide appears at the end of this syllabus. An article review examines each author's approach to the topic, his/her analytical framework and methodology, ideological orientation, and interpretations. Full bibliographical information of the articles reviewed should appear on the cover page of the paper. If you do use sources other than those assigned in this course, be sure to include documentation in

footnotes or endnotes. There is no need for footnotes/endnotes for the articles being reviewed; instead, insert references in parentheses—for example: (Totten 2013, 100).

### Students with Documented Disabilities

If you have a disability that requires extra time for exams and assignments, please bring a note from the BU Office of Disabilities Services by Thursday, September 12, 2019.

### 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. Please consult the Boston University Code 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. Please become familiar with the University's Code of Academic Conduct by visiting the following page: <http://www.bu.edu/academics/resources/academic-conduct-code/>.

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## COURSE OUTLINE

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

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|-----------------------------------|---|
| SEPT. 3                           | INTRODUCTION  |
| SEPT. 5                           | 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>Centuries of Genocide</i> , pp. 1–15, Appendix, pp. 578–582  |
| SEPT. 10/12                       | IMPERIAL EXPANSION, SETTLER COLONIALISM, AND GENOCIDAL MASSACRES<br>Kiernan, <i>Blood and Soil</i> , Chs. 7–9, pp. 249–389<br>Totten & Parsons, <i>Centuries of Genocide</i> , Chs. 1–3, pp. 17–114   |
| Tuesday, Sept. 17<br>Time: 6:00pm | <b>Lecture by Dr. Beata Navratil</b><br>“Poetry in Music: Armenian Sketches”<br><b>Where:</b> Center for Integrated Life Sciences & Engineering (CILSE)<br>Colloquium Room 101, 610 Commonwealth Avenue, BU<br><b>Extra credit: 10 points.</b> Students who attend and write a two-page summary of Dr. Navratil’s lecture receive extra 10 points on the midterm exam. This brief essay is due in class on <b>Thursday, Oct. 3.</b> |
| SEPT. 19                          | THE ARMENIAN GENOCIDE<br>Kiernan, <i>Blood and Soil</i> , Ch. 10, pp. 395–415<br>Totten & Parsons, <i>Centuries of Genocide</i> , Ch. 4, pp. 117–155  |

- SEPT. 24/26      THE ARMENIAN GENOCIDE  
**Due Thursday, Sept. 26—Bibliographical details of the three articles you will review**
- OCT. 1/3          THE HOLODOMOR  
                    Kiernan, *Blood and Soil*, Ch. 13, pp. 486–511  
                    Totten & Parsons, *Centuries of Genocide*, Ch. 5, pp. 157–189
- OCT. 8/10        THE HOLOCAUST  
                    Kiernan, *Blood and Soil*, Ch. 11, pp. 416–454  
                    Totten & Parsons, *Centuries of Genocide*, Ch. 6, pp. 191–247
- OCT. 15          No Class. Substitute Monday Schedule of Classes
- OCT. 17          THE HOLOCAUST (continued)
- OCT. 22      **Midterm Exam**
- OCT. 24          BANGLADESH AND CAMBODIA  
                    Kiernan, *Blood and Soil*, Ch. 15, pp. 539–554; Epilogue, pp. 571–582  
                    Totten & Parsons, *Centuries of Genocide*, Chs. 7–9, pp. 249–353
- OCT. 29          BANGLADESH AND CAMBODIA (continued)
- OCT. 31          GENOCIDE IN RWANDA  
                    Kiernan, *Blood and Soil*, Ch. 15, pp. 555–570  
                    Totten & Parsons, *Centuries of Genocide*, Chs. 12–13, pp. 421–475
- NOV. 5/7        GENOCIDE IN RWANDA (continued)
- NOV. 12/14      GENOCIDE IN BOSNIA  
                    Kiernan, *Blood and Soil*, Epilogue, pp. 587–594  
                    Totten & Parsons, *Centuries of Genocide*, Ch. 14, pp. 477–511
- NOV. 19/21      GENOCIDE IN DARFUR  
                    Totten & Parsons, *Centuries of Genocide*, Ch. 15, pp. 513–577
- Tuesday, Nov. 19, Article Review Essay due**
- NOV. 26          GENOCIDE IN DARFUR  
                    Totten & Parsons, *Centuries of Genocide*, Ch. 15, pp. 513–577
- Nov. 27 – Dec. 1 Thanksgiving Recess**

- DEC. 3/5            PREVENTION & CESSATION OF GENOCIDE: STRUCTURAL PREVENTION, EARLY  
                         WARNING, AND MILITARY INTERVENTION  
                         Rittner et al., *Will Genocide Ever End?* Part III, pp. 111-157
- DEC. 10            AN ASSESSMENT OF THE HISTORY OF GENOCIDE & PREVENTION  
*Last day*            Rittner et al., *Will Genocide Ever End?* Part IV, 159-199; Epilogue, pp. 201-205  
*of class*            Kiernan, *Blood and Soil*, Epilogue, pp. 594-606

**Final Exam: Tuesday, Dec. 17, 2019                      Time: 3:00-5:00pm**

Study period: Thursday, Dec. 12-Sunday, Dec. 15, 2019

Final exam period: Monday, Dec. 16 - Friday, Dec. 20, 2019

## Article Review Essay GUIDE

Due date: **Tuesday, Nov. 19, 2019**

Students are required to write a critical analysis of three scholarly articles on the same topic. Review essays do more than summarize the material covered in each article. They compare and contrast the authors' approaches to specific issues, their analytical frameworks and methodologies, and their ideological orientation and interpretations. Accordingly, it is essential that your review essay be organized thematically rather than as separate reviews on each article.

The article review essay must

- Not include more than three short quotes;
- Be 1,500 words in length minimum, typed, double-spaced, and paginated;
- Include full bibliographical information of the three articles reviewed on the cover page;
- If you use sources other than those assigned in this course, be sure to include documentation in footnotes or endnotes. There is no need for footnotes/endnotes for the articles 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 is each author's purpose in writing his/her article? Usually, this appears in the introduction.
- 2) Who is their intended audience—for example, the public, university students/scholars, policy makers?
- 3) What are the principal theses presented in each article?
- 4) Identify two or three major themes your paper will focus on.

### **II. Analysis**

- 1) What are the major components of each article—for example, how many pages (mention some examples of section / subsection titles if available), charts, and tables? If the author includes charts and tables, are they useful?
- 2) How do the articles support their theses? This is done by answering the following questions:
  - 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?

### **III. Conclusion**

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