Although the phenomenon is historically older, genocide is often seen as one of the most enduring scourges of the 20th century. It provokes the interest of the wider public and controversy like few other global issues of our time. At the same time, it is also an issue of high complexity and of relevance to policymakers the world over. The debate about and the study of genocide has many dimensions, including those in law, from which the concept originated, as well as in anthropology, in political science, and in art.

In this course, we will look at genocide from a range of angles. We will start by defining the concept and take a look at the history of genocide leading up to the 20th century examples. Part Two will introduce a range of examples of recent genocides and Part Three will deal with different academic and artistic perspectives on the subject. The final part will then analyze attempts to deal with the problem by preventing it and bringing justice to its victims through legal and political means.

The International Studies program learning outcomes for this course are:

1. Students will be able to describe and/or apply a theoretical approach or paradigm germane to International Studies (SLO 2).
2. Students demonstrate the ability to access existing knowledge by retrieving, assembling, and organizing information on particular topics and issues in International studies and its related disciplines and fields (SLO 3).

The assessment of these program goals will be conducted in this International Studies Capstone course (INTL 495) in the form of a literature review (SLO 3) and a research paper (SLO 2) (see schedule).

Based on and in addition to this, some of the goals of this course are:
- Learning to think systematically about genocide and its relevance to different regions of the world,
- Applying the terminology of a variety of disciplines contributing to our understanding of genocide,
- Using the specialized knowledge acquired in the INTL concentrations to study genocide as a multidimensional phenomenon,
- Acquiring and applying reading, information gathering and writing skills to the content of the course,
- Learning to work with other students on collaborative assignments and learning about ways to understand and be involved in the public debate in the U.S. over genocide as a global issue of our time.

Required Readings:
Classroom Etiquette
Class sessions only last 75 minutes. Please, arrive on time and do not leave class early, except in cases of emergency, so as to not disrupt lectures or class discussions. Please, set your phone ring tones to “silent” and refrain from “texting” during class. Unless you have a disability, which makes this necessary, please, do not use laptop computers or other similar devices in class and do not record class sessions. Be courteous to your peers and to your instructor, especially when we discuss subject matter, which may be controversial, or on which you hold a different opinion from those of your peers.

A Note on Readings
I expect you to put in about two to three hours of reading/assignment time for an average class session. On some days you will spend more, on some you will spend less time on the readings, but on average two hours is what you need to invest. You will get reading questions in advance which will help you to structure what you should be “getting out of” each reading assignment. I expect that you will be able to speak about these if prompted, even if it is about how you had issues or grappled unsuccessfully with the question and why. Class discussion is an important aspect of learning this new material and of your socialization into being a college student more generally, as well as a component of your overall grade. Take it seriously! At the beginning of class I will ask you about questions you may have (terms/concepts, arguments) about the readings. Use this opportunity to clarify any problems you may have encountered in the readings. We are learning together, and questions are part of that effort!

Important Note: This syllabus, including the lecture schedule, readings, and assigned work and deadlines, is subject to change as necessary. Changes will be announced in class, by email and on the course website on OAKS. It is your responsibility to keep up with all readings and assignments.

Additional readings will be available on the class web page on OAKS, if needed. Other readings may be assigned, and handouts and supplements may be distributed later in the semester. On several occasions, you will be required to participate in group and class discussions to further develop themes in your assignments. Assignments will include a research paper proposal (incl. suggested literature; ca. 750-1000 words), a literature review paper (ca. 1000-1500 words), a longer research paper (4500-5000 words) and a group final poster on a topic concerning genocide (including an individual response write-up about it). Guidelines/requirements for the papers and group genocide poster project will be posted in the second week of term. Please, take note of these as compliance with them will be part of the assignment and will be considered in grading!

Assignments
Your grade will be based on the following criteria:
Research paper proposal (due Feb 5th, 2018 at 5:00pm on OAKS) – 10%
Literature review paper (due Feb 28th, 2018 at 5:00pm on OAKS) -- 15%
Research paper (due Apr 25th, 2018 at 5:00pm on OAKS) -- 25%
Group final poster or problem-based project (4/23)-- 20%
Group-led genocide class discussion (dates tbd) -- 15%
Class participation (ongoing) -- 15%
Resources

Center for Student Learning

I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu) or call (843)953-5635.

Disability Services

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.

College of Charleston Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)

Final grades will be calculated using the following table:
Assignment grades (insofar as they use a percentage scale) will also follow this grading scheme. Please, be a responsible student and take charge of your grade. If you want to know your current standing in class, inquire with me about this.

**Attendance and Participation**

Attendance is required and participation is considered in your final grade. For some sessions, you will be handed or sent discussion questions about the readings by email, which you are expected to prepare for in-class participation. Your grade will be lowered if you have more than 3 unexcused absences, and excessive absences will result in further grade penalties and may include removal from the course roll. You are required to report your fourth and any successive absences with appropriate documentation to the Absence Memo Office at 67 George St. You are responsible for obtaining/studying all material, including readings, films, and lectures, whether you are present or absent from class. Extensions are not normally granted for assignments and late assignments will be penalized. Papers are due on the dates stated at the beginning of class sessions to be uploaded to the respective drop box on OAKS. Emailed or late papers will face grade deductions. If you have to submit a paper by email (only with prior approval and under extenuating circumstances) and you do not receive an acknowledgement within 24 hours, consider the submission failed and follow up with me in person, by email or by phone ASAP. It is your responsibility to ensure that I have the paper on time and in print format. Every day a paper is late without mitigating circumstances, your grade based on the merit of the work will automatically be reduced by 5%; a paper more than 4 days late receives an automatic F. Paper drafts are recommended and you may turn them in early, but no later than a week before the paper is due to ensure enough time for you to get valuable feedback. Extend a deadline on assignments, you must provide a formal excuse and the respective evidence, such as a doctor’s note (not issued by a relative), routed through the Absence Memo Office.

**Schedule for Themes and Readings**

**Part One: Introduction to Genocide - Concepts and Pre-Twentieth Century Cases**

*Mon, 1/8* - Introductory session: The First Debate – “Race Murder” or What Lawyers do with Genocide

// Reading for this class: Power, chapter 1.

*Wed 1/10:* What Academics do with Genocide


*Mon 1/15:* MLK Holiday. No class session!

*Wed 1/17:* Origins and Arenas of Genocide – State-making, Empire, War and Revolution

Reading: Jones, chapters 1 and 2

*Mon 1/22:* Colonial Genocide – The Extermination of Indigenous People (North and South America)

Reading: Jones, chapter 3

*Wed 1/24:* Colonial Genocide – The Extermination of Indigenous People (North and South America)

**Part Two: The Twentieth Century – Cases from Four Continents**

*Mon 1/29:* The Nazi Genocide – The Extermination of European Jews and Other Minorities  
Reading: Jones, chapter 6  
Additional Reading: Power, chapter 3  

*Wed 1/31:* The Nazi Genocide – The Extermination of European Jews and Other Minorities  
Reading: Jones, chapter 6  

*Mon 2/5:* The Nazi Genocide – The Extermination of European Jews and Other Minorities  
Reading: Gutman/Berenbaum, *Anatomy of the Auschwitz Death Camp*, chapter 1 (on OAKS). In-class discussion of Claude Lanzmann’s *Shoah.*  

*Wed 2/7:* “Communist Genocide” - Stalin and the Ukraine  

*Mon 2/12:* “Communist Genocide” - Cambodia’s Killing Fields  
Reading: Jones, chapter 7  
Additional Reading: Power, chapter 6  

*Wed 2/14:* “Communist Genocide” - Cambodia’s Killing Fields  
Reading: Jones, chapter 7  
Additional Reading: Power, chapter 6  

*Mon 2/19:* “Communist Genocide” - The Dissolution of Yugoslavia  
Reading: Jones, chapter 8  
Additional Reading: Power, chapters 9 and 11  

*Wed 2/21:* “Communist Genocide” - The Dissolution of Yugoslavia  
Reading: Jones, chapter 8  
Additional Reading: Power, chapters 9 and 11  

*Mon 2/26:* “Communist Genocide” – The Dissolution of Yugoslavia  

*Wed 2/28:* Genocide and Mass Violence in Africa – Rwanda and other Examples  

*Mon 3/5:* Genocide and Mass Violence in Africa – Rwanda and other Examples  
Reading: Jones, chapter 9  
Additional Reading: Power, chapter 10  

*Wed 3/7:* Genocide and Mass Violence in Africa – Rwanda and other Examples  
Reading: Jones, chapter 9  
Additional Reading: Power, chapter 10  

**Part Three: Analyzing Genocide – Disciplinary and Interdisciplinary Perspectives**

*Mon 3/12:* Understanding Genocide – Psychological and Anthropological Perspectives
Reading: Jones, chapters 10 and 11

**Wed 3/14:** Understanding Genocide – Political Science and Gender Studies Views
Reading: Jones, chapters 12 and 13.

**Mon 3/26:** Memory and Genocide – Victims, Perpetrators and their Pasts
Reading: Jones, chapter 14  Additional Readings: Excerpts from the diaries of Anne Frank and Viktor Klemperer (**on OAKS**).

**Wed 3/28:** Memory and Genocide – Victims, Perpetrators and their Pasts
Reading: Jones, chapter 14  Possible Guest Speaker (Holocaust survivor) and/or visit to Charleston Holocaust Memorial.

**Mon 4/2:** Depicting Genocide – Genocide in Reporting, Literature and Film

**Wed 4/4:** Depicting Genocide – Genocide in Reporting, Literature and Film

**Mon 4/9:** Depicting Genocide – Genocide in Reporting, Literature and Film

**Wed 4/11:** Justice and Genocide – Trials, Tribunals and Alternative Forms of Justice-making
Reading: Jones, chapter 15  Additional Reading: Power, chapter 13

**Mon 4/16:** Justice and Genocide – Trials, Tribunals and Alternative Forms of Justice-making
Reading: Jones, chapter 15  Additional Reading: Power, chapter 13

**Wed 4/18:** Preventing Genocide – Methods and Models for Taking Action
Reading: Jones, chapter 16.

**Mon 4/23:** Possible group poster presentation day (during regular class time).

**Mon 4/25:** Final research paper deadline (5:00pm, upload to OAKS dropbox).