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. Graduating majors in International Studies will demonstrate global awareness.
2. Graduating majors in International Studies will draw on perspectives from multiple disciplines in order to analyze global phenomena.

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

Based on 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 ringtones 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 3rd, 2016 at 5:00pm on OAKS) – 10%
Literature review paper (due Mar 2nd, 2016 at 5:00pm on OAKS) -- 15%
Research paper (due Apr 25th, 2016 at 5:00pm on OAKS) -- 25%
Group final poster or problem-based project -- 20%
Group-led genocide class discussion -- 15%
Class participation -- 15%

**Academic Integrity**
The learning community at the College of Charleston depends on mutual respect between instructors and students. Incidents where the instructor determines that a student violates classroom etiquette or other rules will normally be handled by the instructor. In cases of serious violations (disruptive behavior in class, for example), 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 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’ assignments, 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.

Compliance with these policies is an important part of your learning process in this introductory course, and is therefore your responsibility.

Needs Accommodations
If you have special learning needs and require accommodations, e.g. regarding exams (SNAP-related), let me know well in advance and contact the Center for Disability Services (843-953-1431) to find suitable ways to accommodate your individual needs. Requests for extended time or other accommodations on assignments require prior (timely!) approval by CDS.

Final grades will be calculated using the following table:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>A</td>
<td>87-89</td>
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<tr>
<td>B+</td>
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<td>C</td>
<td>70-72</td>
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<td>D+</td>
<td>67-69</td>
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<td>D</td>
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<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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</tbody>
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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**

*Wed, 1/13* - Introductory session: The First Debate – “Race Murder” or What Lawyers do with Genocide

Reading for this class: Power, chapter 1.

*Mon 1/18*: MLK Holiday! No Class!

*Wed 1/20*: What Academics do with Genocide


*Mon 1/25*: Origins and Arenas of Genocide – State-making, Empire, War and Revolution

Reading: Jones, chapters 1 and 2

*Wed 1/27*: Colonial Genocide – The Extermination of Indigenous People (North and South America)

Reading: Jones, chapter 3

*Mon 2/1*: Colonial Genocide – The Extermination of Indigenous People (North and South America)


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

*Wed 2/3*: The Nazi Genocide – The Extermination of European Jews and Other Minorities

Reading: Jones, chapter 6  Additional Reading: Power, chapter 3

*Mon 2/8*: The Nazi Genocide – The Extermination of European Jews and Other Minorities


*Wed 2/10*: The Nazi Genocide – The Extermination of European Jews and Other Minorities

Reading: No new reading. In-class discussion of Claude Lanzmann’s *Shoah.*

*Mon 2/15*: “Communist Genocide” - Stalin and the Ukraine


*Wed 2/17*: “Communist Genocide” - Cambodia’s Killing Fields

Reading: Jones, chapter 7  Additional Reading: Power, chapter 6

*Mon 2/22*: “Communist Genocide” - Cambodia’s Killing Fields
Reading: Jones, chapter 7  Additional Reading: Power, chapter 6

**Wed 2/24:** “Communist Genocide” - The Dissolution of Yugoslavia

Reading: Jones, chapter 8  Additional Reading: Power, chapters 9 and 11

**Mon 2/29:** “Communist Genocide” - The Dissolution of Yugoslavia

Reading: Jones, chapter 8  Additional Reading: Power, chapters 9 and 11

**Wed 3/2:** “Communist Genocide” – The Dissolution of Yugoslavia


**Mon 3/7 and Wed 3/9: Spring Break – No class!**

**Mon 3/14:** Genocide and Mass Violence in Africa – Rwanda and other Examples


**Wed 3/16:** Genocide and Mass Violence in Africa – Rwanda and other Examples

Reading: Jones, chapter 9  Additional Reading: Power, chapter 10

**Mon 3/21:** Genocide and Mass Violence in Africa – Rwanda and other Examples

Reading: Jones, chapter 9  Additional Reading: Power, chapter 10

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

**Wed 3/23:** Understanding Genocide – Psychological and Anthropological Perspectives

Reading: Jones, chapters 10 and 11

**Mon 3/28:** Understanding Genocide – Political Science and Gender Studies Views

Reading: Jones, chapters 12 and 13.

**Wed 3/30:** 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*).

**Mon 4/4:** Memory and Genocide – Victims, Perpetrators and their Pasts

Reading: Jones, chapter 14  Possible Guest Speaker: Joe Engel (Holocaust survivor).

**Wed 4/6:** Depicting Genocide – Genocide in Reporting, Literature and Film


**Mon 4/11:** Depicting Genocide – Genocide in Reporting, Literature and Film

**Wed 4/13:** Depicting Genocide – Genocide in Reporting, Literature and Film


**Mon 4/18:** Justice and Genocide – Trials, Tribunals and Alternative Forms of Justice-making

Reading: Jones, chapter 15  Additional Reading: Power, chapter 13

**Wed 4/20:** Justice and Genocide – Trials, Tribunals and Alternative Forms of Justice-making

Reading: Jones, chapter 15  Additional Reading: Power, chapter 13

**Thu 4/21:** Preventing Genocide - Possible group poster presentation day (during regular class time).

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