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 proposal (SLO 2) (see Assignments).

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.

Pre-requisites: International Studies majors with 24 earned hours in the major; INTL 100 and INTL 200.

Required Readings:
A Note on the Remote Learning Phase (8/26 to 9/13) and on Pandemic Impacts

Until September 14, all classes at CofC will be held online. We will hold our first class session on Zoom on August 26 at 2:00pm. You can find the link for our Zoom meeting on the Welcome page of the course website on OAKS. I will also email the link to you on 8/25. During this time, as well as during any subsequent online learning period the College may announce, you are required to view the recorded lectures as well as complete the other assignments on the tentative schedule. During any online period, including the phase until September 14, you will be assigned to one of two groups (Group A or Group B). During our regularly scheduled class times on Mondays and Wednesdays, we will meet for 25-minute class discussion sessions on Zoom instead of as a whole group. You will be expected to have done the assigned reading or viewing of films for each class prior to each session. Links to the meetings will be provided on OAKS.

Since we will be working under particularly difficult conditions of social distancing and other protective measures, as well as with the possibility that I or any of you may be unable to attend class for a prolonged period of time due to COVID-19 effects, we will have to worked based on the understanding that flexibility and adaptability to new and changing conditions are required of all of us. Make sure to practice self-care and take care of your peers by following the guidelines laid out in the Back on the Bricks Plan as well as other ongoing communication regarding COVID-19 safety measures. Your health and safety is paramount and we will work to accommodate you as needed in the course to make up any material missed in the event of illness. We can have a successful semester if we all work together based on trust and the understanding that learning can only work if living works reasonably well, too.

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. All class sessions conducted via Zoom will be automatically recorded in OAKS for alter viewing in case you miss class while we are in remote learning. 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. 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), reading reflections and a news analysis paper on a topic concerning genocide. Guidelines/requirements for the papers and genocide briefing paper project will be posted in the second and third 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:
Critical News Analysis Project (due 9/25/2020 at 5:00pm on OAKS)-- 15%
Research paper proposal (due 10/14/2020 at 5:00pm on OAKS) – 15%
Literature review paper (due 11/11/2020 at 5:00pm on OAKS) -- 20%
Research paper (due 12/11/2020 at 5:00pm on OAKS) -- 25%
Reading Reflections (five out of ten assigned) -- 15%
Participation (class discussions and/or Flipgrid contributions, ongoing/various due dates) – 10%

Resources

Technology Troubleshooting
If you are having trouble logging into MyCharleston, OAKS or your College email account contact the College of Charleston HelpDesk at 843-953-3375 or helpdesk@cofc.edu.
Technology information and tutorials on many topics are also available at the Student Computing Support blog (https://blogs.cofc.edu/sits/)
Post any course related questions about technical issues to the ‘Technical Questions Discussion Board’ on OAKS.

Disability Accommodations
If you have a documented disability (learning or otherwise), and you need and/or believe you are eligible/approved for a reasonable accommodation to be made for you in this course, please contact me as soon as possible at the outset of the course, so we can design a solution that will help you be successful in this class. The Center for Disability Services is located in the Lightsey Center, Suite 104. Contact: http://disabilityservices.cofc.edu or call (843)953-1431.

Writing Lab
I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit http://csl.cofc.edu/labs/writing-lab/
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.

Addlestone Library
Our reference librarians are happy to help guide your research (in this class and all other classes). Make use of them whenever possible. Ask for an appointment with them at: [https://answers.library.cofc.edu/index.php](https://answers.library.cofc.edu/index.php)

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 system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</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**
I ask that you are present during face-to-face (F2F) sessions or synchronous online sessions. However, if you are ill or need to isolate yourself, please let me know asap. I will work with you to find reasonable accommodations.

Papers are due on the dates stated 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.

**Inclement Weather, Pandemic or Substantial Interruption of Instruction:**

If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

**Schedule for Themes and Readings (all dates are subject to changes as necessary and announced on OAKS):**

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

*Week 1:* (Join Live session on 8/26 at 2:00pm on Zoom > Link on course homepage and below)

*Wed, 8/26:* Introductory session: The First Debate – “Race Murder” or What Lawyers do with Genocide

Reading for this class: Power, chapter 1.

*Week 2:

*Watch Lectures 1 and 2*

*Mon 8/31:* What Academics do with Genocide


*Wed 9/2:* Origins and Arenas of Genocide – State-making, Empire, War and Revolution

Reading: Jones, chapter 1
Week 3:
Watch: Lectures 3 and 4

Mon 9/7: Origins and Arenas of Genocide – State-making, Empire, War and Revolution
Reading: Jones, chapter 2

Wed 9/9: Colonial Genocide – The Extermination of Indigenous People (North and South America)
Reading: Jones, chapter 3

Week 4: Face-to-Face Instruction Begins! Join in the classroom (JSC 100) or via Zoom (link below)

Mon 9/14: Colonial Genocide – The Extermination of Indigenous People (North and South America)

Part Two: The Twentieth Century – Cases from Four Continents

Wed 9/16: The Nazi Genocide – The Extermination of European Jews and Other Minorities
Reading: Jones, chapter 6  Additional Reading: Power, chapter 3

Mon 9/21: The Nazi Genocide – The Extermination of European Jews and Other Minorities
Reading: Jones, chapter 6 Possible Guest Speaker (son of Holocaust survivors) and/or visit to Charleston Holocaust Memorial (alternative date: 3/26 or 3/28)

Wed 9/23: 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*.

Critical News Analysis Project (due Friday, 9/25/2020 at 5:00pm on OAKS) -- 10%

Mon 9/28: “Communist Genocide” - Stalin and the Ukraine

Wed 9/30: “Communist Genocide” - Cambodia’s Killing Fields
Reading: Jones, chapter 7  Additional Reading: Power, chapter 6

Mon 10/5: “Communist Genocide” - Cambodia’s Killing Fields
Reading: Jones, chapter 7  Additional Reading: Power, chapter 6

Wed 10/7: “Communist Genocide” - The Dissolution of Yugoslavia
Reading: Jones, chapter 8  Additional Reading: Power, chapters 9 and 11

Mon 10/12: “Communist Genocide” - The Dissolution of Yugoslavia
Reading: Jones, chapter 8  Additional Reading: Power, chapters 9 and 11

Wed 10/14: “Communist Genocide” – The Dissolution of Yugoslavia

**Research paper proposal (due Wednesday, 10/14/2020 at 5:00pm on OAKS) – 15%**

*Mon 10/19: Genocide and Mass Violence in Africa – Rwanda and other Examples*


*Wed 10/21: Genocide and Mass Violence in Africa – Rwanda and other Examples*

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

*Mon 10/26: 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**

*Wed 10/28: Understanding Genocide – Psychological and Anthropological Perspectives*

Reading: Jones, chapters 10 and 11

*Spring Break, 17-23 March, 2019 – No classes!*

*Mon 11/2: Understanding Genocide – Political Science and Gender Studies Views*

Reading: Jones, chapters 12 and 13.

*Wed 11/4: 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 11/9: Memory and Genocide – Victims, Perpetrators and their Pasts*

Reading: Jones, chapter 14

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


**Literature review paper (due Wednesday, 11/11/2020 at 5:00pm on OAKS) -- 20%**

*Mon 11/16: Depicting Genocide – Genocide in Reporting, Literature and Film*

**Wed 11/18:** Depicting Genocide – Genocide in Reporting, Literature and Film


**Mon 11/23:** Justice and Genocide – Trials, Tribunals and Alternative Forms of Justice-making

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

**Mon 11/30:** Justice and Genocide – Trials, Tribunals and Alternative Forms of Justice-making

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

**Wed 12/2:** Preventing Genocide – Methods and Models for Taking Action

Reading: Jones, chapter 16.

**Fri 12/11:** Final research paper deadline (5:00pm, upload to OAKS drop box).

---

**Technology Tools Needed For This Course**

You will need the following for the online components of this course, including during the initial online phase until September 14:

- A laptop or desktop computer, and/or phone with a webcam
- A place where you can participate in class sessions without too much disturbance for you as well as for the class
- Microsoft Word
- Microsoft Powerpoint
- Adobe Acrobat Reader (for PDF files)
- Zoom access. We will facilitate synchronous (aka *live*) online course meetings via OAKS Classroom Zoom.

**OAKS (the CofC learning management system)**

OAKS will be the main learning platform for this course. Each module will have a checklist with links on OAKS and all of the content will be uploaded here. Your grades will be posted here and you will take quizzes, submit papers and take exams online here. Please also check the announcements on OAKS on a regular basis.

You can access OAKS via MyCharleston or directly at: [https://lms.cofc.edu](https://lms.cofc.edu)

Tutorial: [https://www.youtube.com/watch?v=gzmEcMLjXBU&feature=share&list=%20PLPMd8f8re-v51C0jQ4Nd9wgErUsW79mQp](https://www.youtube.com/watch?v=gzmEcMLjXBU&feature=share&list=%20PLPMd8f8re-v51C0jQ4Nd9wgErUsW79mQp)

**VoiceThread**

We will use this to view some of the online lectures. VoiceThread is integrated with OAKS.

Tutorial: [https://www.youtube.com/watch?v=u-2tWqZJrE](https://www.youtube.com/watch?v=u-2tWqZJrE)
**Zoom**
Zoom will be used for the live sessions during the remote learning phase until September 14. Please, join the first meeting (and any subsequent online class meetings here):

Topic: INTL-495-01 - Capstone  
Time: Aug 31, 2020 02:00 PM Eastern Time (US and Canada)  
Every week on Mon, Wed, until Dec 2, 2020, 28 occurrence(s)

Join Zoom Meeting  
[https://cofc.zoom.us/j/98945309064?pwd=eko2eDJ1c3lETUxValdxQlIE2YVZLdz09](https://cofc.zoom.us/j/98945309064?pwd=eko2eDJ1c3lETUxValdxQlIE2YVZLdz09)

Meeting ID: 989 4530 9064  
Passcode: 7c207f  
One tap mobile  
+13017158592,,98945309064# US (Germantown)  
+13126266799,,98945309064# US (Chicago)

Zoom will also be used for office hours, but those are not mandatory. You can also contact me through email or phone. Here the recurring meeting to log into for office hours (Mondays, Tuesdays and Wednesdays from 12:30pm to 1:00pm):  
[https://cofc.zoom.us/j/95795794099?pwd=ZmZ0M3EzMzVvZXBlRFJORjhSYXZHQT09](https://cofc.zoom.us/j/95795794099?pwd=ZmZ0M3EzMzVvZXBlRFJORjhSYXZHQT09)

Meeting ID: 992 6206 8179        Passcode: 317167  
Tutorial: [https://www.youtube.com/watch?v=sJq_Om5VcDY](https://www.youtube.com/watch?v=sJq_Om5VcDY)

**Flipgrid**
We will use Flipgrid for introductions and reading/documentary reflections.  
Go to: [https://flipgrid.com/pehl6307](https://flipgrid.com/pehl6307)  
Tutorial: [https://www.youtube.com/watch?v=eJ2xj8DCGTw](https://www.youtube.com/watch?v=eJ2xj8DCGTw)

**Recording of Classes (via ZOOM)**
Class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.
Remote Learning Groups

(Note: You are required to attend Zoom sessions on the day assigned, but are welcome to attend both days of the week during remote learning)

**Group A (Monday Sessions)**
- Addy
- Akhtar
- Bezaire
- Braddock
- Brendlinger
- Chan
- Cunningham
- Fam
- Gilliam
- Hayes
- Higdudeck

**Group B (Wednesday Sessions)**
- Jones
- Kinsey
- McClary
- Rosario
- Safie
- Miguel
- Sitton
- Smith-
- Pickreign
- Snyder
- Surface
- Ullman

The Remote Learning Group split applies to weeks 1 to 3 and weeks 14 and 15, which will be in remote learning mode. If additional remote learning periods are announced, I will update the plan accordingly and communicate this on OAKS and by email.