



Department of History & Social Sciences

Course No. 5027



Figure 1: Ed Stein, "Darfur: Never Again," October 7, 2006, accessed from <http://editorialcartoonists.com/cartoon/display.cfm/25044/>.

## GENOCIDE STUDIES

Spring 2020

Dr. Zackary W. Gardner  
A Block Schedule

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## Overview

*First they came for the Communists, and I did not speak out—  
 Because I was not a Communist.  
 Then they came for the Trade Unionists, and I did not speak out—  
 Because I was not a Trade Unionist.  
 Then they came for the Jews, and I did not speak out—  
 Because I was not a Jew.  
 Then they came for me—and there was no one left to speak for me.*

*---Martin Niemöller, "First They Came For...", c. 1946*

Who amongst us is capable of evil? Ellie Wiesel, a survivor of the Holocaust, concluded that when, in the biblical story of Cain and Abel, there were just “two men [...], one of them became a killer” (cited in Lance Morrow, “Evil,” *Time* (June 10, 1991), 52). The profound number of genocidal deaths during the twentieth century—170,000,000 individuals since 1930—has spurred academics from a variety of disciplines to ask why these mass killing events could not—and seemingly cannot—be prevented. The following course provides students with an introduction to Genocide Studies through twelve case studies from world history. Students will delve into the testimonials of the victims, survivors, and perpetrators of mass killings through primary and secondary documents, documentary films, and virtual museums. With these narratives, students will contemplate and define evil, while reflecting on whether or not the sentiment, “Never Again,” can ever be reality.



Figure 2: Left, Nazis Demonstrators, Vienna, Austria, March 11, 1938, accessed from <http://www.apimages.com/metadata/Index/Watchf-Associated-Press-International-News-Au-/8ac3be87d3fd4ffcba666e32b1a720c5>. Right, Neo-Nazis, Alt-Right, and White Supremacist Demonstrators, Charlottesville, Virginia, August 11, 2017, accessed from <http://time.com/5168677/donald-trump-hate-groups-splc/>.

## Objectives

Course lessons and assignments will assess students on the following pre-collegiate objectives:

- mastery of historic argumentation through primary and secondary source analysis;
- mastery of academic conversations through seminar discussions and formal presentations;
- mastery of formal academic research and writing;
- introductory knowledge of the mechanics of genocide and the principle methodologies of Genocide Studies;
- and demonstration of historic empathy.

## Assessments

<b>Grade Apportionment</b>			
<b>Categories</b>	<b>Assessments</b>	<b>Points</b>	<b>Due Date</b>
<b>Preparation &amp; Participation</b>	<b>Engagement</b>	<b>1000</b>	Reported 1/30, 2/28, 4/10, 5/8
	<b>Academic Conversations</b>	<b>800</b>	Assessed Twice Weekly
	<b>Reading Notes</b>	<b>400</b>	Assessed 1/30, 2/28, 4/10, 5/8
<b>Comprehension Assessments</b>	<b>Document Based Question I</b>	<b>200</b>	1/23
	<b>Document Based Question II</b>	<b>200</b>	2/13
	<b>Document Based Question III</b>	<b>200</b>	3/5
	<b>Museum Exhibit I</b>	<b>400</b>	2/6
	<b>Museum Exhibit II</b>	<b>400</b>	2/27
	<b>Museum Exhibit III</b>	<b>400</b>	4/2
<b>Research Project</b>	<b>Proposal</b>	<b>100</b>	1/16
	<b>Research Notes</b>	<b>200</b>	1/30, 2/13, 2/27, 3/26
	<b>Outline</b>	<b>50</b>	4/9
	<b>First Draft</b>	<b>50</b>	4/23
	<b>Final Draft</b>	<b>500</b>	5/11
	<b>Presentations</b>	<b>100</b>	5/12 & 5/14
<b>Total</b>		<b>5000</b>	

### *Preparation & Participation (2200 points)*

#### *Academic Conversations*

Students will be assessed twice per full week of school on participation in seminar discussions. The first opportunity will be during the weekly seminar discussion period and the second will be during the weekly reflective discussion of the *Becoming Evil* (**see Required Texts**). Seminar discussions will require having completed in advance the primary and secondary document readings with notes (**see Reading Notes**) assigned for that week. Student participation in the seminar discussion will be assessed using the provided **Academic Conversation Rubric**. The rubric outlines the course's academic conversation learning objectives, which includes the ability to elaborate and clarify, to support ideas with examples and sources, to respectfully further and challenge ideas presented by peers, and to synthesize and paraphrase the assigned sources and the active conversation.

#### *Reading Notes*

Students must attend class with physical notes, either handwritten in a notebook or computer generated and printed. Course reading notes will be assessed four times during the term. The first-class period of each week will highlight content development and will, when possible, present conflicting historiographic interpretations. The second-class period each week will present primary documents related to the topical case study. Notes will be assessed using the provided **Reading Notes Rubric**. Students are required to use the

provided note taking template, which is a modification of the Cornell Notes System. Please remember, notes should be shortened paraphrasings of the assigned readings occasionally including exact quotations. **As outlined in the rubric, notes must include reference to the author's hypothesis, source base, and relevance to the course. You are recommended, but not required, to take notes in the Universal Note Taking System notebook by the BookFactory, which can be purchased through Amazon.com.**

### *Engagement*

For the purposes of Genocide Studies, engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students demonstrate when directly instructed through lectures, participating in class discussions, or either independently or collaboratively completing course tasks. Student engagement extends to the level of motivation they have to learn and progress through the course. Engagement will be assessed through the following criteria:

1. Intellectual Engagement: Students routinely demonstrate through directed and voluntary responses that they have completed the assigned materials, that they have taken adequate notes on those materials, and that they have actively thought about how those materials relate to the major themes of the course. Active intellectual engagement will include, but not be limited to, asking pertinent questions, connecting materials reviewed individually to course content, and responding to peer questions with appropriate and respectful responses.
2. Emotional Engagement: Students routinely demonstrate positive emotional engagement by attempting readings and tasks independently before requesting instructor assistance, by removing as much as possible outside distractions during class time, and by respectfully engaging with their peers.
3. Behavioral Engagement: Students routinely demonstrate understanding and compliance with classroom expectations, including, but not limited to, the maintaining of assigned seating, quickly establishing "learning readiness" by taking-out readings, writing implements, and notebooks at the start of class, removing headphones, by responding quickly to instructor redirections, as well as listening to instructions. Students do not attempt to talk over one another or the instructor, but instead engage in classroom dialogue respectfully and purposefully.
4. Physical Engagement: Students routinely demonstrate positive presence in the classroom through physical engagement. Students arrive to class on time. Students do not excuse themselves unnecessarily for prolonged bathroom or water breaks. Students do not extend such breaks to include foraging for food in the dining hall. Students do not engage in disruptive eating or drinking during class time (for example, highly crunchy, odorous chips or a badly sweating cold beverage). Students do not sleep, doze, or remain for prolonged periods of time with their eyes closed during class time. Students respect the physical space of their peers and of the instructor despite potentially crowded conditions.
5. Social Engagement: Students routinely interact with peers in productive manners that advance the objectives of the class, either through instructor directed tasks or through independent work time. Positive Social Engagement requires students to avoid becoming distracted or off-topic with their peers and to refrain from asking the instructor non-pertinent questions.
6. Cultural Engagement: Students will demonstrate positive Cultural Engagement through empathetically interacting with their peers, the instructor, and the course

material. Students should demonstrate an understanding that World History brings together many different viewpoints, cultures, and historic processes that may challenge their own individual understandings. The deepest cultural engagement can be maintained through an open mind, a commitment to evidence driven argumentation, and the realization that history comprises the experiences of people who lived, loved, hated, and died.

### *Comprehension Assessments (1800 points)*

#### *Document Based Questions*

Students will write three essay length responses that address provided prompts and require the creation of evidence driven arguments. Evidence must include all relevant assigned readings. A complete response should be at least three paragraphs (fifteen sentences) or approximately 1000 words in length. Responses should be formatted as academic essays with an introductory and conclusion paragraph. All responses, regardless of length, should include a clear thesis statement and direct source citations formatted according to the Chicago Manual of Style as footnotes (**see Course Policies, Citations**). Responses will be scored using the **Document Based Question Rubric**.

**Students who miss class on document based question days are still responsible for making-up the document based question. Students must schedule in writing via email an alternative testing time with the course instructor. Failure to complete the document based question within five school days will result in a zero (0) for that assessment.**

#### *Museum Exhibits*

Students will collaborate in small teams to create three Spark Page based museum exhibits over the course of the term. According to Adobe, the platform developer,

“Spark Page turns stories into modern, professional, attention-grabbing web pages. With Page, [...] students can bring words and images together [...], turning essays, assignments, reports, and more into engaging visual stories. Play with a variety of layouts, and add text. Use your own photos, or pick from thousands of free online images (with appropriate filtering applied). Simply tap on one of the professional themes and beautiful fonts, and magazine-style design and motion transforms the story. The end result is a modern, responsive web page, one that looks great on any device and any size screen.” (“Adobe Spark: A Guide for Schools and Educators,” <https://spark.adobe.com/images/Adobe%20Spark%20Edu%20Guide.pdf>, last accessed July 29, 2019).

Each museum exhibit will require students to demonstrate comprehension of the assigned materials, ability to conduct scaffolded academic research, to connect primary and secondary sources to multidisciplinary explanatory theories, and to graphically convey historic events and processes. Students will be assessed on Collaboration, Research Integrity, Preliminary Textual Draft, and the final Spark Page. Museum Exhibits will be broadcast campus wide through the Academy’s electronic viewing platform enabling students to help educate their academic community about genocide.

As a team project, students will be assessed on their individual contribution to the productivity and success of the group. The entire group will receive a single score for the quality and accuracy of their research through the Research Integrity score and will receive peer and instructor feedback on their Preliminary Textual Draft prior to developing a media rich Spark Page. The assessment breakdown will be as follows: Collaboration will be scored out of one hundred (100) points; Research Integrity and the Preliminary Textual Draft will each be scored out of one hundred (100) points; and the final Spark Page will be scored out of two hundred (200) points. Final Spark Pages will be assessed using the [Spark Page Assessment Rubric](#).

**Students absent for more than fifty (50) percent of the allotted in-class development time will complete the Spark Page independently.**

### *Class Activities*

In addition to academic conversations and comprehension assessments, students will complete at the beginning of some sessions a variety of activities to focus attention on the content or methodological topic being presented or discussed. Some of these activities are described below.

#### *Timeline Construction*

Students will regularly demonstrate their understanding of historical causality by constructing at the beginning of each case study a timeline of major events. Timelines might also include the lives of important individuals and contextualizing events indirectly pertinent to the case study.

#### *Word Clouds*

Periodically at the start of a session, students will be asked to react to a provided quotation, historic image, audio recording, or video clip by entering the word or words they most associated with the provide source in a Word Cloud generated by PollEverywhere and accessible via the provided url link. Once the word cloud is generated, students will have an opportunity to discuss the results. Students will lose class activity points for facetious entries in the Word Cloud.

#### *Visual Reactions*

Periodically at the start of session, students will be asked to react to an historic image or quotation by writing three questions the image could be used to answer. Students will then share and discuss at least one of their questions with the class.

#### *Reflective Note Typing*

During guided discussions, students will not be permitted to use electronic devices unless required as part of an approved instructional plan. Students will take notes using a pen or pencil and paper. At the end of class, students will spend the final ten minutes typing and expanding their notes. Notes will be subject to frequent spot checks by the instructor.

### *Research Project (1000 points)*

Students will demonstrate their understanding of the course's content and of the methodological argument presented in James Waller's *Becoming Evil* by selecting an individual either responsible for or victimized by a genocide. **Students may not choose Adolf Hitler.** Once students have chosen their individual, they will then identify an academic biography to read independently. Students should use their research to evaluate James Waller's hypothesis that ordinary people commit extraordinary evil.

<i>Research Project Requirements at a Glance</i>		
<b>Essay Length</b>	<b>2000 to 2500 words</b>	<b>Times New Roman or Similar Font, Size 12</b>
<b>Number of Sources</b>	<b>4 secondary sources</b> <b>8 primary sources</b>	<ul style="list-style-type: none"> <li>• <b>sources must be academic (peer reviewed)</b></li> <li>• <b>no more than 2 sources can be from a website (exclusive of digital academic journals)</b></li> </ul>
<b>PowerPoint</b>	<b>8-10 Slides</b>	
<b>Presentation</b>	<b>10 minutes</b>	

### *Proposal*

Students will write a single paragraph description of the project. The paragraph will include the name of the individual selected and the academic biography that will be read. Autobiographies are acceptable academic sources for this project.

### *Research Notes*

Notes will be assessed using the provided **Reading Notes Rubric**. Students are encouraged, but not required, to use the provided note taking template, which is a modification of the Cornell Notes System. Please remember, notes should be shortened paraphrasings of the assigned readings occasionally including exact quotations. **As outlined in the rubric, notes must include reference to the author's hypothesis, source base, and relevance to the assignment.** Notes must be typed as students will submit their notes prior to the conclusion of the assignment. Students are encouraged to experiment with effective note taking systems and to share their successes and failures with the class.

### *Outline*

Students will submit an outline including an opening statement, thesis statement, topic sentences with supporting evidence, and a concluding statement. Students must include a working bibliography with sources formatted in both footnote and bibliography styles.

### *First Draft*

Students will submit a first draft of the essay. The first draft should be at least 60% completed. Students will participate in a peer review workshop wherein students will receive peer feedback from colleagues. All students must make any appropriate revisions to their essay to be eligible for B-level or higher grades on their Final Drafts.



### ***Final Draft***

Final Drafts will be scored according to the [Research Paper Rubric](#). As per the rubric, final drafts must include a cover page, page numbers, footnotes, a bibliography/works cited page, and demonstrate revisions from the first draft.

### ***Presentation***

Students will prepare a fifteen-minute presentation that introduces their peers to their project, presents their thesis statement, and outlines the arguments supporting their conclusions. An 8 to 10 slide PowerPoint Presentation must accompany all presentations. Additionally, students should demonstrate mastery of their chosen topic by professionally responding to audience questions.

## **Course Policies**

### ***Mindfulness & Respect***

Students are expected to demonstrate respect towards both the historical content presented in Genocide Studies and to their peers. Many of the topics covered are fraught with emotion and should be approached with an awareness that the victims were real, that their suffering was real. The course material and assessments will challenge students to expand their ability to empathize with historical subjects as more than mere academic units. If at any point, you feel emotionally overwhelmed by the nature of the course material, please reach out to the instructor immediately.

### ***Well-being***

Students may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may diminish student academic performance and/or reduce student abilities to participate in daily activities.

Students must take care of themselves. Students should endeavor to maintain a healthy lifestyle during the semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. Leading a balanced life will enable students to achieve their goals and positively cope with stress. If the class causes undue stress on you, please come discuss your concerns with the instructor so that steps can be made to create a stress management plan.

If you or anyone you know experiences serious academic stress, difficult life events or feelings of anxiety or depression, the instructor strongly encourages students to seek support from a parent, teacher, advisor, coach, or to make an appointment with the Worcester Academy Counseling Office.

### ***Preparedness***

#### ***Reading and Maintaining Coursework***

As reflected in the grade apportionment, students are expected to actively participate in the intellectual community of the course. A significant part of doing so is arriving to class having completed the readings and having prepared notes on the readings to assist you in

participating in course discussions. As electronic device use is restricted, students should arrive to class with physical copies of their reading notes.

### ***Absences***

The following is adapted from the Worcester Academy Student Handbook:

Students who miss school for any reason are responsible for the work covered and making it up in a timely fashion. Students should expect to take make-up tests and quizzes within a week of returning to school during some combination of CCL and their free periods. Should these periods be insufficient to make up the work promptly, students will be asked to forego extracurricular commitments until the work is completed.

For absences of more than three days, students may check their course pages on myHILLTOP for assignments or the Upper School Office during the academic day to request assignments from their teachers. Students are encouraged to directly email their teachers.

### ***Policy on Late Written Work***

This policy applies to substantial written assignments to be completed outside of class. For the purpose of Genocide Studies, substantial written assignments are defined as the Virtual Museum Review, the Documentary Review, and the Research Project.

The following is adapted from the Worcester Academy Student Handbook:

1. All such assignments for a course must be completed satisfactorily in order to earn credit.
2. If such an assignment is not submitted on time, the instructor may impose a penalty of up to 10% for each school day the assignment is late.
3. If such an assignment is more than one week overdue, the instructor must notify the student's advisor and Upper School Office. Parents will be contacted by the Upper School Office.

### ***Plagiarism***

The following is adapted from the Worcester Academy Student Handbook:

It is expected that all student work will cite sources used in its preparation properly and to the specifications of the teacher assigning it. Any student who submits written work which is not his or her own and is not properly cited is guilty of plagiarism. This includes copying, paraphrasing, and using quotations from another source without proper referencing. Any student suspected of plagiarism will be brought before the Class Dean and the Dean of Students. Likely consequences for a first offense include Behavioral Warning and suspension. Further acts of plagiarism may be grounds for dismissal from the Academy. Any plagiarized assignment is given a zero.

Cheating – It is expected that all student work will reflect the individual's academic efforts and that students will refrain from any type of cheating. Cheating includes the use or possession of another student's notes, copying another student's work, or overtly permitting a student to copy from another

student. Students suspected of cheating will be brought before the Student Life Office and/or the Division Director. Likely consequences for a first offense include Behavioral Warning and suspension through a Core Values Committee hearing. A second incidence of cheating involving a student can result in dismissal from the Academy. Any student found to be cheating receives a zero for the assignment in question.

Plagiarism – It is expected that all student work will cite sources used in its preparation properly and to the specifications of the teacher assigning it. Any student who submits written work which is not his or her own and is not properly cited is guilty of plagiarism. This includes copying, paraphrasing, and using quotations from another source without proper referencing. Any student suspected of plagiarism will be brought before the Student Life Office and/or the Division Director. Likely consequences for a first offence include Behavioral Warning and suspension through a Core Values Committee hearing. Further acts of plagiarism can result in dismissal from the Academy. Any plagiarized assignment is given a zero.

Generally, any two acts of academic dishonesty are grounds for dismissal from the Academy.

### *Electronic Devices*

Multiple studies conducted by sociologists and educational psychologists have indicated that the use of laptops and tablets as notetaking devices are cognitively inferior to writing notes by hand. Students are encouraged to review the studies in question here: Pam A. Mueller & Daniel M. Oppenheimer, “The Pen is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking,” *Psychological Science* 25. 6 (June 2014), 1159-1168, accessed via <https://doi.org/10.1177/0956797614524581>; Cindi May, “A Learning Secret: Don’t Take Notes with a Laptop: Students Who Used Longhand Remembered More and Had a Deeper Understanding of the Material,” *Scientific American* (June 3, 2014), <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>.

To this end, all electronic devices (laptops, tablets, cellphones, e-readers) should be away (in backpacks, satchels, purses, etc., or in some other way removed from tables and desktops) unless students have been directed to the contrary by the instructor.

Students with academic accommodations plans requiring electronic use should inform the instructor as soon as possible to receive an exemption from this policy.



### Citations

Students are required to utilize the Chicago Manual of Style 17<sup>th</sup> Edition for all footnotes and work cited pages. A general citations guide can be found here:

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html).

Some examples are below:

### Notes

1. Zadie Smith, *Swing Time* (New York: Penguin Press, 2016), 315–16.
2. Brian Grazer and Charles Fishman, *A Curious Mind: The Secret to a Bigger Life* (New York: Simon & Schuster, 2015), 12.

### Shortened notes

1. Smith, *Swing Time*, 320.
2. Grazer and Fishman, *Curious Mind*, 37.

### Bibliography entries (in alphabetical order)

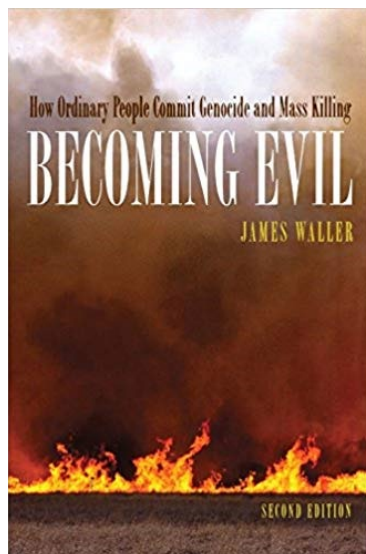
Grazer, Brian, and Charles Fishman. *A Curious Mind: The Secret to a Bigger Life*. New York: Simon & Schuster, 2015.

Smith, Zadie. *Swing Time*. New York: Penguin Press, 2016.

## Required Texts

In addition to the reading selections distributed in class and digitally, students are expected to acquire the following academic monograph.


- James Waller, *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing* 2<sup>nd</sup> Edition (New York: Oxford University Press, 2007).



<b>Scope &amp; Sequence</b>		
<b>Week I: The Language of Genocide</b> <b>Monday, January 13, 2020, through Thursday, January 16, 2020</b>		
<b>Introductions, Part I</b>	<b>Introductions, Part II</b>	<b>Introductions, Part III</b>
Course Overview	What is Genocide?	Who commits Genocide?
Historic Empathy	In-Class Document Analysis: Evolution of Genocide as a Term	Can Genocide be prevented?
Personal Introduction Cards		Notetaking Skills Workshop
Short-Free Writes		
<b>Week II: Rome and Carthage</b> <b>Tuesday, January 21, 2019, through Thursday, January 23, 2019</b>		
	<b>Seminar</b>	<b>Seminar</b>
	Was the Roman campaign against the Carthaginians genocide?	Reading Secondary Sources and Preparing for a Seminar Discussion: What makes a good question?
	How was the Roman campaign remembered and historicized?	
	Who writes the histories of genocides and mass killings?	
	What would a Carthaginian history of the Punic Wars emphasize?	
	Selections from Ben Kiernan, <i>Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur</i> (New Haven: Yale University Press, 2007), 49-71.	James Waller, <i>Becoming Evil</i> , Foreword to the Second Edition, Foreword to the First Edition, Introduction: A Place Called Mauthausen, vii-8.

<b>Week III: Britain in Medieval Ireland</b> <b>Monday, January 27, 2020, through Thursday, January 30, 2020</b>		
<b>Seminar</b>	<b>Seminar</b>	<b>Seminar</b>
What were the motivations, processes, and consequences of the British conquest of Ireland?	What determines genocide, intent or results?  Was the British conquest of Ireland genocidal?	Student Directed Questions
Selections from Ben Kiernan, <i>Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur</i> (New Haven: Yale University Press, 2007), 169-212.	Selections from: <ol style="list-style-type: none"> <li>1. Rowland White, "Discors Touching Ireland," (c. 1569), <i>Irish Historical Studies</i> 20:80 (1977), 454-458.</li> <li>2. Edmund Tremayne, <i>Notes and Propositions for the Reformation of Ireland</i>, June 1571, PRO, SP 63/32, no. 66, 1-12.</li> </ol>	James Waller, <i>Becoming Evil</i> , Chapter 1: The Nature of Extraordinary Human Evil, "Nits Make Lice," 9-32.




<b>Week IV: Colonialism and the Native Americans of North America</b> <b>Monday, February 3, 2020, through Thursday, February 6, 2019</b>		
<b>Seminar</b>	<b>Documentary Film: <i>Dawnland</i> (2018)</b>	<b>Documentary Film &amp; Seminar</b>
<p>What were the motivations, processes, and consequences of the European and Euro-American conquest of the New World?</p> <p>Was (is) the demographic devastation of the indigenous peoples of North and South America genocide?</p> <p>How can historic genocidal agency be determined?</p>	<p>What aspects of the North and South American conquests were genocidal?</p> <p>Does cultural extermination constitute genocide?</p>	<p>Student Directed Questions</p>
<p>Selections from Adam Jones, <i>Genocide: A Comprehensive Introduction</i> 3<sup>rd</sup> Edition (New York: Routledge, 2017), 147-162.</p> <p>Gregory D. Smithers, "Rethinking Genocide in North America," in Donald Bloxham &amp; A. Dirk Moses, eds., <i>The Oxford Handbook of Genocide Studies</i> (New York: Oxford University Press, 2010), 322-341.</p>	<p>Siobhan Senier, <i>Dawnland Voices: An Anthology of Indigenous Writing from New England</i> (Lincoln: University of Nebraska, 2014), 429-490).</p>	
		

<b>Week V: The Congo Free State and German Southwest Africa</b> <b>Monday, February 10, 2020, through Thursday, February 13, 2019</b>		
<b>Seminar</b>	<b>Seminar</b>	<b>Seminar</b>
<p>Did the European imperialists in Sub-Saharan Africa during the 19<sup>th</sup> century intend to commit genocide?</p> <p>What economic policies during the 19<sup>th</sup> century contributed to the genocidal colonial regimes in Sub-Saharan Africa?</p> <p>Are there similar economic policies in Sub-Saharan Africa today?</p>	<p>What motivated the German colonials in Namibia?</p> <p>What challenges exist on conducting research with 19<sup>th</sup> century colonial documents?</p>	<p>Student Directed Questions</p>
<p>Dominik J. Schaller, "Genocide and Mass Violence in the 'Heart of Darkness': Africa in the Colonial Period," in Donald Bloxham &amp; A. Dirk Moses, eds., <i>The Oxford Handbook of Genocide Studies</i> (New York: Oxford University Press, 2010), 345-364.</p>	<p>Selections from:</p> <ol style="list-style-type: none"> <li>1. Jeremy Silvester and Jan-Bart Gewald, eds., <i>Words Cannot Be Found: German Colonial Rule in Namibia: An Annotated Reprint of the 1918 Blue Book</i> (Leiden: Brill, 2003).</li> <li>2. Andreas Eckl, "The Herero Genocide of 1904: Source Critical and Methodological Considerations," <i>Journal of Namibian Studies</i> 3 (2008), 33-41.</li> </ol>	<p>James Waller, <i>Becoming Evil</i>, Chapter 2: Killers of Conviction: Groups, Ideology, and Extraordinary Human Evil, Dovey's Story, 33-58.</p>




<b>Week VI: The Ottoman Empire and Armenia</b> <b>Monday, February 17, 2020, through Thursday, February 20, 2019</b>		
<b>Seminar</b>	<b>Seminar</b>	<b>Seminar</b>
What were the motivations, processes, and consequences of the Armenian Genocide?	How can genocide be denied?  What are the consequences of denying genocide?	Student Directed Questions
Rouben P. Adallian, "The Armenian Genocide," in Samuel Totten and William S. Parsons, eds., <i>Centuries of Genocide: Essays and Eyewitness Accounts</i> 4 <sup>th</sup> Edition (New York: Routledge, 2013), 117-155.	Selections from Karnig Panian, <i>Goodbye, Antoura: A Memoir of the Armenian Genocide</i> (Stanford: Stanford University Press, 2015), 42-64.  Watch: <ul style="list-style-type: none"> <li>• <i>The Promise</i> (2016)</li> <li>• <i>The Ottoman Lieutenant</i> (2017)</li> </ul>	James Waller, <i>Becoming Evil</i> , Chapter 3: The 'Mad Nazi': Psychopathology, Personality, and Extraordinary Human Evil, The Massacre at Babi Yar, 59-97.
<b>Week VII: The Union of Soviet Socialist Republics</b> <b>Monday, February 24, 2020, through Thursday, February 27, 2020</b>		
<b>Seminar</b>	<b>Seminar</b>	<b>Seminar</b>
What were the motivations, processes, and consequences of the Ukrainian Famine?	How was famine used as an instrument of genocide?  How important was the control of information in the Ukrainian famine?	Student Directed Questions
James E. Mace, "Soviet Man-made Famine in the Ukraine," in Samuel Totten and William S. Parsons, eds., <i>Centuries of Genocide: Essays and Eyewitness Accounts</i> 4 <sup>th</sup> Edition (New York: Routledge, 2013), 157-190.	See Previous Session.	James Waller, <i>Becoming Evil</i> , Chapter 4: The Dead End of Demonization, The Invasion of Dili, 98-136.

Week VIII: Holocaust, Part I Monday, March 2, 2020, through Thursday, March 5, 2020		
Seminar	Seminar	Seminar
What were the motivations and processes of the Holocaust?	How was the Holocaust possible?	Student Directed Questions
Gerhard L. Weinberg, "The World Through Hitler's Eyes," in Gerhard L. Weinberg, ed., <i>Germany, Hitler, and World War II: Essays in Modern German and World History</i> (Cambridge: Cambridge University Press, 1995), 30-53.	Selections from Peter Hayes, ed., <i>How Was It Possible?: A Holocaust Reader</i> (Lincoln, Nebraska: University of Nebraska Press, 2015), 144-172.	James Waller, <i>Becoming Evil</i> , Chapter 5: Beyond Demonization: A Model of How Ordinary People Commit Genocide and Mass Killing, The Tonle Sap Massacre, 137-170.
		

<b>Week IX: Holocaust, Part II</b> <b>Tuesday, March 24, 2020, through Thursday, March 26, 2020</b>	
	<b><i>Schindler's List</i> (1993)</b>
	<p>Donald L. Niewyk, "The Holocaust: Jews, Gypsies, and the Handicapped," in Samuel Totten and William S. Parsons, eds., <i>Centuries of Genocide: Essays and Eyewitness Accounts</i> 4<sup>th</sup> Edition (New York: Routledge, 2013), 157-204.</p> <p>Selections from Christopher R. Browning, <i>Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland</i> (New York: Harper Collins, 1993), xv-xx, 1-2, 55-77.</p> <p>Selections from:</p> <ol style="list-style-type: none"> <li>1. Primo Levi, "Camp Labor," in Peter Hayes, ed., <i>How Was It Possible?: A Holocaust Reader</i> (Lincoln, Nebraska: University of Nebraska Press, 2015), 506-512.</li> <li>2. Donald L. Niewyk, "The Holocaust: Jews, Gypsies, and the Handicapped," in Samuel Totten and William S. Parsons, eds., <i>Centuries of Genocide: Essays and Eyewitness Accounts</i> 4<sup>th</sup> Edition (New York: Routledge, 2013), 211-247.</li> </ol>
	<p>James Waller, <i>Becoming Evil</i>, Chapter 6: Cultural Construction of Worldview: Who Are the Killers?, Death of a Guatemalan Village, 171-195.</p>

<b>Week X: Holocaust Part III</b> <b>Monday, March 30, 2020, through Thursday, April 2, 2020</b>		
<b>Seminar</b>	<b>Seminar</b>	<b>Seminar</b>
What were the consequences of the Holocaust?	How has and should the Holocaust be remembered?	Student Directed Questions
Donald L. Niewyk, "The Holocaust: Jew, Gypsies, and the Handicapped," in Samuel Totten and William S. Parsons, eds., <i>Centuries of Genocide: Essays and Eyewitness Accounts</i> 4 <sup>th</sup> Edition (New York: Routledge, 2013), 204-211.	Selections from Art Spiegelman, <i>The Complete Maus</i> (New York: Pantheon, 1996).	James Waller, <i>Becoming Evil</i> , Chapter 7: Psychological Construction of the "Other": Social Death of the Victims, The Church of Ntarama, 196-229.
<b>Week XI: Cambodia</b> <b>Monday, April 6, 2020, through Thursday, April 9, 2020</b>		
<b>Seminar</b>	<b>Seminar</b>	<b>Seminar</b>
What were the motivations, processes, and consequences of the Cambodian Genocide?	What perspectives on the Cambodian Genocide are presented in the source documents? How do these perspectives differ?	Student Directed Questions
Ben Kiernan, "The Cambodian Genocide, 1975-1979," in Samuel Totten and William S. Parsons, eds., <i>Centuries of Genocide: Essays and Eyewitness Accounts</i> 4 <sup>th</sup> Edition (New York: Routledge, 2013), 317-339.	Ben Kiernan, "The Cambodian Genocide, 1975-1979," in Samuel Totten and William S. Parsons, eds., <i>Centuries of Genocide: Essays and Eyewitness Accounts</i> 4 <sup>th</sup> Edition (New York: Routledge, 2013), 339-350.	James Waller, <i>Becoming Evil</i> , Chapter 8: The Social Construction of Cruelty: The Power of the Situation, The 'Safe Area' of Srebrenica, 230-280.

<b>Week XII: Rwanda</b> <b>Monday, April 13, 2020, through Thursday, April 16, 2020</b>		
<b><i>Hotel Rwanda (2004)</i></b>		<b>Seminar</b>
Gerald Caplan, "The 1994 Genocide of the Tutsi of Rwanda," in Samuel Totten and William S. Parsons, eds., <i>Centuries of Genocide: Essays and Eyewitness Accounts</i> 4 <sup>th</sup> Edition (New York: Routledge, 2013), 447-469.	Gerald Caplan, "The 1994 Genocide of the Tutsi of Rwanda," in Samuel Totten and William S. Parsons, eds., <i>Centuries of Genocide: Essays and Eyewitness Accounts</i> 4 <sup>th</sup> Edition (New York: Routledge, 2013), 469-475.	James Waller, <i>Becoming Evil</i> , Chapter 9: Conclusion: Can We Be Delivered from Extraordinary Human Evil?, Postscript: Past as Present, 281-304.
<b>Week XIII: Bosnia-Herzegovina</b> <b>Monday, April 20, 2020, through Thursday, April 23, 2019</b>		
<b>Seminar</b>	<b>Seminar</b>	<b>Skills Workshop</b>
What were the motivations, processes, and consequences of the Bosnian Genocide?	Can societies overcome hate?	Essay Development Workshop
Martin Mennecke, "Genocidal Violence in the Former Yugoslavia: Bosnia Herzegovina," in Samuel Totten and William S. Parsons, eds., <i>Centuries of Genocide: Essays and Eyewitness Accounts</i> 4 <sup>th</sup> Edition (New York: Routledge, 2013), 477-499.	Martin Mennecke, "Genocidal Violence in the Former Yugoslavia: Bosnia Herzegovina," in Samuel Totten and William S. Parsons, eds., <i>Centuries of Genocide: Essays and Eyewitness Accounts</i> 4 <sup>th</sup> Edition (New York: Routledge, 2013), 499-509.	
		
Michael Büker, Martyrs' Memorial Cemetery, Kovači, Sarajevo, c. 2009.		

<b>Week XIV: Preventing Genocide? Syria, the Islamic State, and the Rohingya</b> <b>Monday, April 27, 2020, through Thursday, April 30, 2020</b>		
<b>Seminar</b>	<b>Seminar</b>	<b>Skills Workshop</b>
How has technology changed genocide?	What responsibility does the international community have for the prevention of genocide?	Essay Development Workshop
Selections from Adam Jones, <i>Genocide: A Comprehensive Introduction</i> 3 <sup>rd</sup> Edition (New York: Routledge, 2017), 749-797.	Camilla Saizon & Kate Cronin-Furman, "The Rohingya Crisis and the Meaning of Genocide," <i>Council on Foreign Relations</i> , May 8, 2018.  Naomi Kikoler & Zachary Laub, "Is Calling ISIS 'Genocidal' Meaningful?," <i>Council on Foreign Relations</i> , April 1, 2016.  Paul B. Stares & Anna Feuer, "Atrocity Prevention Since the Rwandan Genocide," <i>Council on Foreign Relations</i> , April 7, 2014.	
<b>Week XV: Never Again</b> <b>Monday, May 4, 2020, through Thursday, May 7, 2020</b>		
<b>Seminar</b>	<b>Seminar</b>	<b>Skills Workshop</b>
What international institutions exist to prevent genocide and mass killing events?  How successful are these institutions?	Can the individual prevent genocide and mass killing events?  How has studying genocide changed the way you view history, the contemporary world, and the future?	Essay Development Workshop
TBD	TBD	
<b>Week XVII: Final Presentations</b> <b>Monday, May 11, 2020, through Thursday, May 14, 2020</b>		
<b>Final Presentations</b>	<b>Final Presentations</b>	<b>Final Presentations</b>