

GENOCIDE AND HUMAN RIGHTS UNIVERSITY PROGRAM SYLLABUS TORONTO – 2011

Note: The following information is current as of July 4, 2011. The syllabus may be updated from time to time and will be designated “final” well before the beginning of the program.

Course description

This two-week course provides participants with the intellectual framework for understanding the numerous, complex and often emotional issues related to genocide. An examination of several major cases of genocide provides the foundation for comparative analysis, along with the exploration of selected broad themes. The specific case studies and special themes may vary from year to year. Using a seminar approach, the program provides a structured forum for analyzing universal questions relating to human rights and their gross violation. Students will gain an understanding of the following:

- The development and meaning of Human Rights.
- The background, sources, causes and effects of genocide.
- How to recognize, define and predict genocide.
- The social, economic and psychological impact on survivors and their descendants.
- How to resolve past conflicts and help reconciliation between perpetrator and victim groups.
- How to help prevent genocide.

Course length

2 weeks, 6.5 hours/day x 5 days a week = 32.5 hours per week x 2 weeks = 65 hours of instruction.

Dates

Monday, August 1- Friday, August 12, 2011

Taking the Program for Credit

Participants who would like university credits for the course should inform the organizers before the course begins to discuss the options and the process.

a) Graduate Reading Course with Professor Doris Bergen

In addition to participation in the Genocide and Human Rights University Program, graduate students registered at the University of Toronto or at any university in Ontario may request to enroll in a graduate-level directed reading course in History with Professor Doris Bergen. Students who fulfill the requirements will receive a half-year-course credit (translated as three credits at some institutions). Permission needs to be obtained and arrangements made with Professor Bergen in advance of the GHRUP. Students from Ontario universities other than the University of Toronto, please note that the paperwork for receiving credits through the Ontario Visiting Graduate Student (OVGS) program needs to be initiated at your home institution.

b) Independent Study

Students in other jurisdictions can ask their own institution to accept the GHRUP for credit. In this case, students must approach a professor at their university with the syllabus and faculty biographies for approval as an “independent study” or “directed reading” course. It is imperative to make these arrangements before coming to the course, rather than after the fact.

c) Evaluation of Students

Class participation will be worth 25%, and a ten-minute oral presentation to the class at the end of the course will likewise be worth 25% of the final mark. A research paper, approximately 15-20 pages in

length, double-spaced, must be handed in to the GHRUP's Program Director or the university's Professor of Record not later than two months after the end of the course and will count for 50% of the final mark. For 2011, the deadline is Friday, October 14. The subject of the research paper must be approved in advance by the Program Director or the Professor of Record, as appropriate (see below). Other formats for the final paper may be possible, upon consultation with the Program Director or the Professor of Record.

Papers submitted by students at the University of Toronto or as part of the OVGS Program will be marked by the Professor of Record. All other grading will be done by the Program Director.

Grading will be based on the quality of the research and analysis in the written work, including handling of sources, critical thought about their use and application, and some indication of a comparative approach.

Participants in the program who are teachers or graduate students in education can submit a curriculum with strategies.

d) Submission of Marks

The Program Director will calculate all final grades, except for students enrolled at the University of Toronto and those in the OVGS program. In those cases, he/she will forward the marks for class participation and the oral presentation to the University of Toronto's Professor of Record. The Professor of Record will determine those students' final marks and submit them to the University of Toronto's School of Graduate Studies, through the Department of History, following the university's normal procedures. Provided the student has initiated the process at his or her home institution as required, the grade and credits will then appear in the student's record.

e) Assignment of Credits for Students outside Ontario

For students from other jurisdictions, the Program Director will work cooperatively with the student's home institution to ensure that the full report on the student's performance in class, his or her formal presentation, and the evaluation of the term paper, will be provided to the faculty member at the student's home institution who is supervising the independent studies course for the applicant. Although the Director will recommend a final grade, only the supervisor may assign the grade, and the institution the number of academic credits for the course.

Texts

Students are required to read the following texts, which may be obtained from their favourite bookseller or library:

- Taner Akçam, *A Shameful Act: The Armenian Genocide and the Question of Turkish Responsibility*. New York: Metropolitan Books, 2006.
- Adam Jones, *Genocide: A Comprehensive Introduction*. Second edition. London and New York: Routledge, 2010.
- Martha Minow, *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*. (Boston: Beacon Press, 1998).

Please note that all other readings will be provided to students at no additional cost.

DAY 1 – Monday, August 1

<p>Orientation: At the beginning of the first class, IIGHRS staff, the Program Director and the students will meet formally for a welcome and orientation session. Topics covered will include an introduction to the International Institute for Genocide and Human Rights Studies, its faculty and staff, resources and facilities, getting around Toronto, expectations and responsibilities during the program, and the course and its objectives. (9:00-9:30)</p> <p>Unit I – Development of Human Rights (Apsel)</p> <ul style="list-style-type: none"> • What are human rights? Where do they come from? Who gives them? • The origins of human rights as a moral element in religion and philosophy. • The development of the idea of human rights from the Enlightenment to World War II. • The Universal Declaration of Human Rights. • The relationship between human rights and genocide. • Human rights and the law. • The challenges of humanitarianism and the Role of NGOs. <p>Readings: Mary B. Anderson, “You Save My Life Today, But for What Tomorrow? Some Moral Dilemmas of Humanitarian Aid,” in Jonathan Moore, ed. <i>Hard Choices: Moral Dilemmas in Humanitarian Intervention</i> (Lanham, MD: Rowman & Littlefield Publishers, 1998), pp. 137-156.</p> <p>Calhoun, Craig, “The Imperative To Reduce Suffering: Charity, Progress, and Emergencies in the Field of Humanitarian Action,” in Michael Barnett And Thomas G. Weiss, eds., <i>Humanitarianism In Question: Politics, Power, Ethics</i> (Ithaca, NY: Cornell UP, 2008), pp. 73-97.</p> <p>Jack Donnelly, “Human Rights as an Issue in World Politics,” and “Theories of Human Rights,” in <i>International Human Rights</i>, 2nd ed. (Boulder: Westview Press, 1997), pp. 3-35.</p> <p>Ian Martin, “Hard Choices after Genocide: Human Rights and Political Failures in Rwanda,” in Jonathan Moore, ed., <i>Hard Choices: Moral Dilemmas in Humanitarian Intervention</i> (Lanham, MD: Rowman & Littlefield Publishers, 1998), pp. 157-176.</p> <p>The United Nations, “The Universal Declaration of Human Rights.” www.un.org/Overview/rights.html</p>	<p>9:00 – 10:20 am</p>
<p>Break:</p>	<p>10:20-10:30 am</p>
<p>Continue Unit I</p>	<p>10:30-11:40 am</p>
<p>Break:</p>	<p>11:40-11:50 am</p>
<p>Continue Unit I</p>	<p>11:50 am-1:00 pm</p>
<p>Lunch:</p>	<p>1:00-2:00 pm</p>
<p>Continue Unit I</p>	<p>2:00 – 3:20 pm</p>
<p>Break:</p>	<p>3:20-3:30 pm</p>
<p>Continue Unit I</p>	<p>3:30-5:00 pm</p>

DAY 2 - Tuesday, August 2

<p>Unit II – Introduction to Genocide (Smith)</p> <ul style="list-style-type: none"> • Brief overview of genocide in history. • What is genocide? How is it related to human rights? • How can one define genocide? Why are there so many different definitions? What is the effect of this? • The UN definition and international law. Origins, criticisms. • What is a group? What groups are included under the Genocide Convention? The issue of intent. • How does genocide, if it does, differ from massacres, war crimes, crimes against humanity. Is genocide all or nothing: must it be total in intent to be called genocide? • Should we think less about genocide and more about the genocidal, less about the noun and more about the adjective? <p>Readings: Adam Jones, “Origins of Genocide,” in <i>Genocide: A Comprehensive Introduction</i>, pp. 3-33.</p> <p>Roger W. Smith, “State Power and Genocidal Intent: On the Uses of Genocide in the Twentieth Century,” in Levon Chorbajian and George Shirinian, eds., <i>Studies in Comparative Genocide</i> (London: Macmillan and New York: St. Martin’s Press, 1999), pp. 3-14.</p> <p>United Nations Convention of the Prevention and Punishment of Genocide. www.hrweb.org/legal/genocide.html</p>	<p>9:00 – 10:20 am</p>
<p>Break:</p>	<p>10:20 – 10:30 am</p>
<p>Continue Unit II</p>	<p>10:30 – 11:40</p>
<p>Break:</p>	<p>11:40 – 11:50 am</p>
<p>Unit III – Theories of Genocide (Hiebert)</p> <p>An introduction to and analysis of some of the main theoretical explanatory models of genocide: elite, social psychology, political culture, regimes, ideology, modernization, collective identity construction. This unit also explores the goals of comparative analysis, controversies regarding comparison, and methodologies of comparison.</p> <p>Readings: Helen Fein, “Accounting for Genocide After 1945: Theories and Some Findings.” <i>International Journal of Group Rights</i> 1 (1993): 79-106.</p> <p>Maureen Hiebert, “Theorizing Destruction: Reflections on the State of Comparative Genocide Theory.” <i>Genocide Studies and Prevention</i> 3, no. 3 (Dec. 2008): 309-340.</p> <p>Ervin Staub, “Origins of Genocide and Mass Killing: Core Concepts.” In <i>The Roots of Evil: The Origins of Genocide and Other Group Violence</i> (Cambridge: Cambridge University Press, 1992), Chapter 2 pp. 13-34.</p> <p>Gary King, Robert Keohane, Sidney Verba, <i>Designing Social Inquiry</i> (Princeton: Princeton University Press, 1994), Chapter 2, “Descriptive Inference”, pp.</p>	<p>11:50 am – 1:00 pm</p>

34-75. Recommended: Gary King, Robert Keohane, Sidney Verba, <i>Designing Social Inquiry</i> (Princeton: Princeton University Press, 1994), Chapter 3 “Causality and Causal Inference,” pp. 75-114.	
Lunch:	1:00 – 2:00
Continue Unit III	2:00 – 3:20
Break:	3:20 – 3:30
Continue Unit III	3:30 – 5:00

DAY 3 - Wednesday, August 3

<p>Unit IV – The Armenian Genocide (Payaslian) Background to the Turkish-Armenian Conflict</p> <ul style="list-style-type: none"> • Status of non-Muslims in the Ottoman Empire • The European Powers’ involvement in the Ottoman Empire • The Abdul Hamit-era Massacres <p>Readings: Richard G. Hovannisian, “The Armenian Question in the Ottoman Empire, 1876-1914,” in <i>The Armenian People</i>, ed. Richard G. Hovannisian (New York: St. Martin’s Press, 1997), vol. 2, Ch. 7, pp. 203-238.</p> <p>Adam Jones, “The Ottoman Destruction of Christian Minorities,” in <i>Genocide: A Comprehensive Introduction</i>, pp. 149-178.</p> <p>Recommended: Donald Bloxham. <i>The Great Game of Genocide</i> (Oxford: Oxford University Press, 2005).</p> <p>Vahakn N. Dadrian, <i>The History of the Armenian Genocide</i> (New York: Berghahn Books, 2004), Intro. & Part I: Chs. 1-7, pp. 3-110.</p> <p>James J. Reid, “Total War, the Annihilation Ethic and the Armenian Genocide, 1870-1918,” in Richard G. Hovannisian, ed., <i>The Armenian Genocide: History, Politics, Ethics</i> (New York: St. Martin’s Press, 1992), pp. 21-52.</p> <p>Stephan H. Astourian, “The Genocidal Process: Reflections on the Armeno-Turkish Polarization,” in Richard G. Hovannisian, ed., <i>The Armenian Genocide: History, Politics, Ethics</i> (New York: St. Martin’s Press, 1992), pp. 53-79.</p>	<p>9:00 – 10:20 am</p>
<p>Break:</p>	<p>10:20 – 10:30 am</p>
<p>Continue Unit IV</p> <ul style="list-style-type: none"> • The Young Turk Revolution and the emergence of Turkish ultra-nationalism • The Adana Massacres <p>Readings: Taner Akçam, <i>A Shameful Act: The Armenian Genocide and the Question of Turkish Responsibility</i> (New York: Metropolitan Books, 2006), Chs. 2-3, pp. 47-108.</p> <p>Taner Akçam, <i>From Empire to Republic: Turkish Nationalism and the Armenian Genocide</i> (London: Zed Books, 2004), pp. 59-157</p> <p>Recommended: Vahakn N. Dadrian, <i>The History of the Armenian Genocide</i> (New York: Berghahn Books, 2004), Chs. 10-11, pp. 179-199.</p> <p>Robert Melson, “Revolution and Genocide: On the Causes of the Armenian Genocide and the Holocaust, in Richard G. Hovannisian, ed., <i>The Armenian Genocide: History, Politics, Ethics</i> (New York: St. Martin’s Press, 1992), pp. 80-102.</p>	<p>10:30 – 11:40 am</p>

Break:	11:40 – 11:50 am
<p>Continue Unit IV</p> <p>Implementation of the Genocide, 1915-1918</p> <ul style="list-style-type: none"> • Centralized planning and coordination • Mobilization, deportation and massacre • The Special Organization • The role of Germany • The Armenian Genocide as prototype <p>Readings:</p> <p>Taner Akçam, <i>A Shameful Act: The Armenian Genocide and the Question of Turkish Responsibility</i> (New York: Metropolitan Books, 2006), Chs. 4-5, pp. 111-204.</p> <p>Tacy Atkinson, <i>“The German, the Turk and the Devil Made a Triple Alliance”</i>: <i>Harpoot Diaries, 1908-1917</i> (Princeton: Gomidas Institute, 2000), pp. 33-76.</p> <p>Robert F. Melson, “The Armenian Genocide as Precursor and Prototype of Twentieth-Century Genocide,” In <i>Is the Holocaust Unique?</i> Edited by Alan S. Rosenbaum (Boulder, CO: Westview Press, 1996), pp. 125-137.</p> <p>Recommended:</p> <p>Taner Akçam, <i>From Empire to Republic: Turkish Nationalism and the Armenian Genocide</i> (London: Zed Books, 2004), pp. 158-179.</p> <p>Vahakn N. Dadrian, <i>The History of the Armenian Genocide</i> (New York: Berghahn Books, 2004), Chs. 12-16, pp. 203-300.</p> <p>Vahakn N. Dadrian, “The Comparative Aspects of the Armenian and Jewish Cases of Genocide: A Sociohistorical Perspective.” In <i>Is the Holocaust Unique?</i> Third edition. Edited by Alan S. Rosenbaum (Boulder, CO: Westview Press, 2009), pp. 139-174.</p> <p>Vahakn N. Dadrian, “The Historical and Legal Interconnections between the Armenian Genocide and the Jewish Holocaust: From Impunity to Retributive Justice.” <i>Yale Journal of International Law</i> 23, no. 2 (1998): 504-59.</p> <p>Vahakn N. Dadrian, “Patterns of Twentieth Century Genocides: The Armenian, Jewish, and Rwandan Cases.” <i>Journal of Genocide Research</i> 6, no. 4 (2004): 487-522.</p> <p>Vahakn N. Dadrian, “The Prefiguration of Some Aspects of the Holocaust in Armenian Genocide (Revisiting the Comparative Perspective).” <i>Genocide Studies and Prevention</i> 3, no. 1 (2008): 99-109.</p> <p>Stacey Gibson, “The Role of Structure and Institutions in the Genocide of the Rwandan Tutsi and the Armenians of the Ottoman Empire.” <i>Journal of Genocide Research</i> 5, no. 4 (2003): 503-22.</p> <p>Tigran Matosyan, “Comparative Aspects of the Armenian and Jewish Cases of Genocide.” In <i>The Armenian Genocide: Cultural and Ethical Legacies</i>, edited by Richard G. Hovannisian. New Brunswick and London: Transaction Pub., 2007, pp. 291-302.</p>	<p>11:50am – 1:00 pm</p>

<p>Arnold Toynbee, “The Deportations of 1915: Antecedents,” and “The Deportations of 1915: The Procedure,” in <i>The Treatment of The Armenians in the Ottoman Empire</i> (New York: J.C. & A.L. Fawcett, Inc., 1990), pp. 627-636, 637-653.</p>	
<p>Lunch:</p>	<p>1:00 – 2:00 pm</p>
<p>Continue Unit IV</p> <p>The Turkish Military Tribunals, the Rise of Atatürkism, and Geopolitics</p> <p>Readings: Taner Akçam, <i>A Shameful Act: The Armenian Genocide and the Question of Turkish Responsibility</i> (New York: Metropolitan Books, 2006), Chs. 6-7, pp. 221-271, Ch. 10, pp. 368-376.</p> <p>Vahakn N. Dadrian, “Genocide as a Problem of National and International Law: The World War I Armenian Case and Its Contemporary Legal Ramifications.” <i>Yale Journal of International Law</i> 14, no. 2 (1989): 221-334.</p> <p>Recommended: Vahakn N. Dadrian, <i>The History of the Armenian Genocide</i> (New York: Berghahn Books, 2004), Chs. 17-18, pp. 303-343.</p> <p>Vahakn Dadrian, “The Turkish Military Tribunal’s Prosecution of the Authors of the Armenian Genocide: Four Major Court Martial Series,” <i>Holocaust and Genocide Studies</i> 11, no.1 (Spring 1997): 28-59.</p> <p>Annette Höss, “The Trial of Perpetrators by the Turkish Military Tribunals: The Case of Yozgat, in Richard G. Hovannisian, ed., <i>The Armenian Genocide: History, Politics, Ethics</i> (St. Martin’s Press, 1992), pp. 208-221.</p>	<p>2:00 – 3:20 pm</p>
<p>Break:</p>	<p>3:20 – 3:30 pm</p>
<p>Continue Unit IV</p> <p>Memories of the Genocide and Survivor Responses</p> <p>Readings: Donald E. Miller and Lorna Touryan Miller, <i>Survivors</i> (Berkeley: University of California Press, 1999), Chs. 8-9, pp. 155-92.</p>	<p>3:30 – 5:00 pm</p>

DAY 4 – Thursday, August 4

<p>Unit V – The Holocaust (Bergen)</p> <p>Introduction: the Holocaust in a comparative context — points of contention and consensus in the field</p> <p>Readings: Gerhard L. Weinberg, “The World Through Hitler's Eyes,” in Weinberg, <i>Germany, Hitler, and World War II: Essays in Modern German and World History</i> (Cambridge: Cambridge University Press, 1995), pp. 30-53.</p>	9:00 – 10:20 am
Break:	10:20 – 10:30 am
<p>A Framework for Analysis and Comparison:</p> <p>i) The role of ideology, the state, leaders, and war: necessary or sufficient conditions?</p> <p>Readings:</p>	10:30 – 11:40 am
Break:	11:40 – 11:50 am
<p>ii) Making professional killers: the mentality of the perpetrators and the dynamics of destruction</p> <p>Readings: Christopher R. Browning, <i>Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland</i> (New York: Harper Collins, 1993), pp. xv-xx, 1-2, 55-77.</p>	11:50 am – 1:00 pm
Lunch:	1:00 – 2:00 pm
<p>iii) Chains of complicity: “ordinary people” as witnesses, beneficiaries, opponents, collaborators, resisters, and bystanders</p> <p>Readings: Jan Gross, <i>Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland</i> (Princeton: Princeton University Press, 2001), pp. 102-109. (To be handed out in class.)</p>	2:00 – 3:20 pm
Break:	3:20 – 3:30 pm
<p>iv) Through the victims' eyes: struggles for life, dignity and memory</p> <p>Readings: Sara Nomberg-Przytyk, <i>Auschwitz: True Tales from a Grotesque Land</i>, trans. Roslyn Hirsch (Chapel Hill: University of North Carolina Press, 1985), pp. 13-21, 83-84, 100-106.</p>	3:30 – 5:00 pm

DAY 5 - Friday, August 5

<p>Unit VI – Cambodia (Hiebert)</p> <p>Introduction</p> <p>Readings: Adam Jones, “Cambodia and the Khmer Rouge,” in <i>Genocide: A Comprehensive Introduction</i>, pp. 283-309.</p> <p>Recommended: David Chandler, <i>A History of Cambodia</i> (Boulder, CO: Westview, 2000), pp. 204-225.</p>	<p>9:00 – 10:20 am</p>
<p>Break:</p>	<p>10:20 – 10:30 am</p>
<p>The Process of Destruction</p> <p>Reading: Alexander Laban Hinton, <i>Why Did They Kill: Cambodia In the Shadow of Genocide</i> (Berkeley, University of California Press, 2005), Chapter 4, “The DK Social Order,” pp. 182-210; Chapter 5, “Manufacturing Difference,” pp. 211-251.</p> <p>Recommended: Ben Kiernan, <i>The Pol Pot Regime: Race, Power, and Genocide in Cambodia Under the Khmer Rouge, 1975-1979</i> (New Haven: Yale University Press, 1996).</p>	<p>10:30 – 11:40 am</p>
<p>Break:</p>	<p>11:40 – 11:50 am</p>
<p>Continue Unit VI - Aftermaths of Genocide</p> <p>Reading: David Chandler, <i>A History of Cambodia</i> (Boulder, CO: Westview, 2000), Chapter 13, pp. 227-247.</p>	<p>11:50am – 1:00 pm</p>
<p>Lunch:</p>	<p>1:00 – 2:00 pm</p>
<p>Continue Unit VI - Justice and Reconciliation</p> <p>Readings: Craig Etcheson, “A ‘Fair and Public Trial:’ A Political History of the Extraordinary Chambers.” <i>Justice Initiatives</i> (April 2006): 7-24. [http://www.justiceinitiative.org/db/resource2?res_id=103182]</p> <p>Steve Heder, “The Senior Leaders and Those Most Responsible.” <i>Justice Initiatives</i> (April 2006): 53-59. [http://www.justiceinitiative.org/db/resource2?res_id=103182]</p> <p>“Interview with the Venerable Yos Hut Khemacaro.” <i>Searching for the Truth</i> 33 (September 2002): 32-36. [http://72.14.205.104/search?q=cache:o81DFoF6MqUJ:www.dccam.org/Projects/Magazines/Previous%2520Englis/Issue33.pdf+yos+hut&hl=en&ct=clnk&cd=1]</p> <p>Wynne Cougill, “Buddhist Cremation Traditions and the Need to Preserve Forensic Evidence.”</p>	<p>2:00 – 3:20 pm</p>

<p><i>Searching for the Truth</i> (2nd Quarter, 2005): 14-18. http://www.dccam.org/Projects/Maps/Buddhist_Cremation_Traditions.htm</p> <p>Recommended: Interview with Bour Kry, Supreme Head of the Sangha of the Thommayut Nikay (http://www.dccam.org/National%20reconciliation/interview_with_buor_kry.htm)</p> <p>Judy Ledgerwood and Kheang Un, "Global Concepts and Local Meaning: Human Rights and Buddhism in Cambodia." <i>Journal of Human Rights</i> 2, no. 4 (December 2003): 531-549.</p>	
<p>Break:</p>	<p>3:20 – 3:30 pm</p>
<p>Unit VII – Children, Gender, and Genocide (Smith) Is there a patterning of genocide in some instances in which women and children become victims in ways that men don't? Is there a difference in women's' participation in genocide, and if so, why? Has the pattern changed in the 20th century?</p> <p>Readings: Adam Jones, "Gendering Genocide," in <i>Genocide: A Comprehensive Introduction</i>, pp. 464-498.</p> <p>Roger W. Smith, "Women and Genocide: Notes on an Unwritten History," <i>Holocaust and Genocide Studies</i> 8, no. 3 (Winter 1994): 315-334.</p> <p>Recommended: David Buchanan. "Gendercide and Human Rights." <i>Journal of Genocide Research</i> 4, no. 1 (2002): 95-108.</p> <p>Robyn Charli Carpenter, "Forced Maternity, Children's Rights and the Genocide Convention: A Theoretical Analysis." <i>Journal of Genocide Research</i> 2, no. 2 (2000): 213-44.</p>	<p>3:30 – 5:00 pm</p>

DAY 6 - Monday, August 8

<p>Unit VIII – Rwanda and the Great Lakes Region (Beardsley)</p> <p>Readings: Scott Straus, <i>The Order of Genocide: Race, Power, and War in Rwanda</i>. Ithaca, NY: Cornell UP, 2006. Introduction, pp. 1-16; Chapter 1, pp. 17-40; Chapter 6, pp. 153-174.</p> <p>Recommended: Romeo Dallaire, <i>Shake Hands with the Devil: The Failure of Humanity in Rwanda</i> (Toronto: Random House, 2003).</p>	<p>9:00 – 10:20 am</p>
<p>Break:</p>	<p>10:20 – 10:30 am</p>
<p>Continue Unit VIII</p>	<p>10:30 – 11:40 am</p>
<p>Break:</p>	<p>11:40 – 11:50 am</p>
<p>Unit IX – Darfur (Totten) This unit explores the situation in Darfur, both historically and today, including the independence of Southern Sudan and the crisis in the Nuba Mountains.</p> <p>Readings: Rene Lemarchand, “Unsimplifying Darfur.” <i>Genocide Studies and Prevention</i>, 1, no. 1 (Summer 2006): 1-12.</p> <p>Kelly Dawn Askin, “Holding Leaders Accountable.” <i>Genocide Studies and Prevention</i>, 1, no. 1 (Summer 2006): 13-28.</p> <p>Jerry Fowler, “A New Chapter of Irony: The Legal Implications of the Darfur Genocide Determination.” <i>Genocide Studies and Prevention</i>, 1, no. 1 (Summer 2006): 29-39.</p>	<p>11:50am – 1:00 pm</p>
<p>Lunch:</p>	<p>1:00 – 2:00 pm</p>
<p>Continue Unit IX</p>	<p>2:00 – 3:20 pm</p>
<p>Break:</p>	<p>3:20 – 3:30 pm</p>
<p>Continue Unit IX</p> <p>Lessons of Rwanda & Darfur (Beardsley, Totten)</p> <ul style="list-style-type: none"> • Does history teach any lessons? • Possible lessons from Rwanda, role of media-role of international community, role of Security Council, the “next Rwanda.” • The emergence of the Darfur crisis—Is this a genocide? Does the name or label matter? Role of the media. • Security Council, the consequences of oil and the “war on terror.” • “Rwanda in slow motion”, the “Responsibility to Protect,” the question of national interests and political will. 	<p>3:30 – 4:00 pm</p> <p>4:00 – 5:00 pm</p>

DAY 7- Tuesday, August 9

<p>Unit X - Genocide Denial (Smith) What is genocide denial? Why does it occur? What are its goals and effects? Patterns of denial. How can genocide denial be overcome?</p> <p>Readings: Taner Akçam, “The Genocide and Turkey,” in <i>From Empire to Republic: Turkey and the Armenian Genocide</i> (London: Zed Books, 2004), pp. 226-242.</p> <p>Henry Huttenbach, “The Psychology and Politics of Genocide Denial: A Comparison of Four Case Studies,” in Levon Chorbajian and George Shirinian, eds., <i>Studies in Comparative Genocide</i> (London: Macmillan, 1999), pp. 216-229.</p> <p>Adam Jones, “Memory, Forgetting and Denial,” in <i>Genocide: A Comprehensive Introduction</i>, pp. 501-531.</p> <p>Roger W. Smith, “Denial of the Armenian Genocide,” in Israel W. Charny, ed., <i>Genocide: A Critical Bibliographic Review</i>, Vol. 2. (New York: Facts On File, 1991), pp. 63-85.</p> <p>Roger W. Smith, “Review of Michael Shermer and Alex Grobman, Denying History: Who Says the Holocaust Never Happened and Why Do They Say It?” <i>Holocaust and Genocide Studies</i> 16, no. 2 (Fall 2002): 321-322.</p> <p>Recommended: Roger W. Smith, Eric Markusen, and Robert Jay Lifton, “Professional Ethics and the Denial of the Armenian Genocide.” <i>Holocaust and Genocide Studies</i> 9, no. 1 (Spring 1995): 1-22; reprinted in Richard G. Hovannisian, ed., <i>Remembrance and Denial: The Case of the Armenian Genocide</i> (Detroit: Wayne State University Press, 1999), pp. 271-295.</p>	<p>9:00 – 10:20 am</p>
<p>Break</p>	<p>10:20 – 10:30 am</p>
<p>Continue Unit X</p>	<p>10:30 – 11:40 am</p>
<p>Break</p>	<p>11:40 – 11:50 am</p>
<p>Unit XI - Reconciling Perpetrator and Victim Groups in Post-Genocidal Societies (Verdeja) Reconciliation is important after violence has taken place to prevent renewed violence, and as a means of restoring political and social order. This unit will explore the key ethical norms and challenges that arise in debates over how to address violent pasts. The following topics will be explored:</p> <ul style="list-style-type: none"> • After genocide, is reconciliation possible? • Conflicting goals in a post-conflict society: truth-telling, acknowledgment of victims and their rights, accountability, the rule of law, promotion of respect. • Accepting responsibility, apology, restitution, forgiveness. • Truth and reconciliation commissions. • Transitional justice, restorative justice. • Case studies include Armenia, the Holocaust, Cambodia and Rwanda. 	<p>11:50am – 1:00 pm</p>

<p>Readings: Martha Minow, <i>Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence</i>. (Boston: Beacon Press, 1998).</p> <p>Recommended: Taner Akçam, “Some Theoretical Thoughts on Obstacles to Reconciliation,” in <i>From Empire to Republic: Turkey and the Armenian Genocide</i> (London: Zed Books, 2004), pp. 243-253.</p> <p>Elazar Barkan, <i>Guilt of Nations: Restitution and Negotiating Historical Injustices</i>. Baltimore: Johns Hopkins University Press, 2000, “Introduction: Amending Historical Injustices in International Morality,” pp. xv-xli; and “Conclusion: Toward a Theory of Restitution,” pp. 308-349.</p> <p>Priscilla B. Hayner, “Why a Truth Commission?” and “An Eye to the Future,” in <i>Unspeakable Truths: Facing the Challenge of Truth Commissions</i> (New York: Routledge, 2002), pp. 24-31, 154-165.</p> <p>Eugenia Zorbas, “Reconciliation in Post-Genocide Rwanda,” <i>African Journal of Legal Studies</i> 1, no. 1 (May 2004): 29-52. www.africalawinstitute.org/ajls/vol1/no1/zorbas.pdf.</p>	
Lunch	1:00 – 2:00 pm
Continue Unit XI	2:00 – 3:20 pm
Break	3:20 – 3:30 pm
Continue Unit XI	3:30 – 5:00 pm

DAY 8 - Wednesday, August 10

<p>Unit XII – International Law and Genocide (Schabas)</p> <p>Development of the legal concept of genocide:</p> <ul style="list-style-type: none"> • Raphael Lemkin. • International Military Tribunal (Nuremberg). • GA Resolution 96(I). • 1948 <i>Genocide Convention</i>. • The <i>Eichmann</i> trial. • International Criminal Tribunals for the former Yugoslavia and Rwanda. • International Criminal Court. • Commission of Inquiry on Darfur. <p>Readings:</p> <ol style="list-style-type: none"> 1. <i>Agreement for the Prosecution and Punishment of Major War Criminals of the European Axis, and Establishing the Charter of the International Military Tribunal (I.M.T.)</i> 2. Draft resolution on genocide presented to United Nations General Assembly. 3. General Assembly Resolution 96(I). 4. <i>Convention on the Prevention and Punishment of the Crime of Genocide</i>. 5. <i>A.-G. Israel v. Eichmann</i> (District Court, Jerusalem) (excerpts). 6. Revised and updated report on the question of the prevention and punishment of the crime of genocide, Prepared by Mr. B. Whitaker. 7. Crimes Against Humanity and War Crimes Act. 8. <i>Prosecutor v. Krstic</i>, Judgment, 19 April 2004 (excerpts). 9. Report of the International Commission of Inquiry on Darfur to the United Nations Secretary-General. 10. Declaration on Prevention of Genocide, Committee for the Elimination of Racial Discrimination. 11. International Court of Justice, Case Concerning the Application of the Crime of Prevention and Punishment of the Crime of Genocide (Bosnia and Herzegovina v. Serbia and Montenegro), Feb. 26, 2007. 12. Bashir Arrest Warrant decision (read paras. 35-45, 110-205). 13. Genocide Prevention Task Force, <i>Preventing Genocide: A Blueprint for U.S. Policymakers</i> (Washington, DC: American Academy of Diplomacy, United Holocaust Memorial Museum, and United States Institute of Peace, 2008), pp. xxi-xxii. 	<p>9:00 – 10:20 am</p>
<p>Break:</p>	<p>10:20 – 10:30 am</p>
<p>Continue Unit XII</p>	<p>10:30 – 11:40 am</p>
<p>Break:</p>	<p>11:40 – 11:50 am</p>
<p>Continue Unit XII</p>	<p>11:50 – 1:00 pm</p>
<p>Lunch:</p>	<p>1:00 – 2:00 pm</p>
<p>Continue Unit XII</p>	<p>2:00 – 3:20 pm</p>
<p>Break:</p>	<p>3:20 – 3:30 pm</p>
<p>Continue Unit XII</p>	<p>3:30 – 5:00 pm</p>

DAY 9 – Thursday, August 11

<p>Unit XIII - Preventing genocide (Hirsch)</p> <p>History and development of genocide prevention in 20th Century.</p> <ul style="list-style-type: none"> • International Politics and Prevention <ul style="list-style-type: none"> Short Term Solutions: <ul style="list-style-type: none"> The Magic bullets of genocide prevention: <ul style="list-style-type: none"> Failure of Will Early warning Systems Humanitarian Intervention Trials and punishment • Sovereignty and the Responsibility to Protect <p>Readings: Herbert Hirsch, “Controlling Genocide in the Twenty-First Century,” in Carol Rittner, John K. Roth and James M. Smith, eds., <i>Will Genocide Ever End?</i> (Minnesota: Paragon House, 2002), pp. 131-137.</p> <p>Adam Jones, “Strategies of Intervention and Prevention,” in <i>Genocide: A Comprehensive Introduction</i>, pp. 567-609.</p> <p>Roger W. Smith, “American Self-Interest and the Response to Genocide,” <i>Chronicle of Higher Education</i> (July 30, 2004): B6-9.</p> <p>Ervin Staub, “The Origins and Prevention of Genocide, Mass Killing and Other Collective Violence.” <i>Peace and Conflict: Journal of Peace Psychology</i> 5 (1999): 303-336.</p> <p>UN General Assembly World Summit Outcome Document, Sep. 20, 2005, Sections 138-140 on the Responsibility to Protect. (http://www.responsibilitytoprotect.org/index.php/united_nations/)</p> <p>The Responsibility To Protect: Report of the International Commission on Intervention and State Sovereignty. Ottawa: International Development Research Centre, 2001. Students are to download a copy from: http://www.idrc.ca/en/ev-9436-201-1-DO_TOPIC.html</p> <p>Recommended: Frank Chalk, LGen Roméo Dallaire (Ret'd), Kyle Matthews, Carla Barqueiro, and Simon Doyle, <i>Mobilizing the Will to Intervene: Leadership to Prevent Mass Atrocities</i>. Montreal: McGill-Queen’s University Press, 2010.</p> <p>Gareth Evans, "Mobilizing Political Will," Chapter Ten in his book, <i>The Responsibility To Protect</i> (Brookings Institution: Washington, D.C., 2008), pp. 223-241.</p>	<p>9:00 – 10:20 am</p>
<p>Break:</p>	<p>10:20 – 10:30 am</p>
<p>Genocide and the Politics of Prevention</p> <p>Reading: Karel Kovanda, “The Czech Republic on the UN Security Council: The Rwandan Genocide.” <i>Genocide Studies and Prevention</i> 5, no. 2(Summer 2010): 192-218.</p>	<p>10:30 – 11:40 am</p>
<p>Break:</p>	<p>11:40 – 11:50 am</p>
<p>Long-Term Solutions</p>	<p>11:50 am – 1:00 pm</p>

<p>Political socialization and creating an ethic to prevent genocide:</p> <ul style="list-style-type: none"> • Dealing with obedience to authority. • Overcoming hate. • Changing the way people look at each other. • Changing the socialization process. • Learning to live together. <p>Readings: Herbert Hirsch, “Editor’s Introduction,” <i>Genocide Studies and Prevention</i> 4, no. 2 (Summer 2009): 147-152.</p> <p>Herbert Hirsch, “The Genocide Prevention Task Force: Recycling People and Policy,” <i>Genocide Studies and Prevention</i> 4, no. 2 (Summer 2009): 153-154.</p> <p>Daniel Feierstein, “Getting Things into Perspective,” <i>Genocide Studies and Prevention</i> 4, no. 2 (Summer 2009): 155-160.</p> <p>Martin Mennecke, “Genocide Prevention and International Law,” <i>Genocide Studies and Prevention</i> 4, no. 2 (Summer 2009): 167-175.</p> <p>William A. Schabas, “‘Definitional Traps’ and Misleading Titles,” <i>Genocide Studies and Prevention</i> 4, no. 2 (Summer 2009): 177-183.</p> <p>Alan J. Kuperman, “Wishful Thinking Will Not Stop Genocide: Suggestions for a More Realistic Strategy,” <i>Genocide Studies and Prevention</i> 4, no. 2 (Summer 2009): 191-199.</p> <p>Henry C. Theriault, “The Albright-Cohen Report: From Realpolitik Fantasy to Realist Ethics,” <i>Genocide Studies and Prevention</i> 4, no. 2 (Summer 2009): 201-210.</p> <p>Herbert Hirsch, “Inculcating an Ethic to Prevent Genocide,” pp. 163-174; and “Conclusion: A Politics to Prevent Genocide,” pp. 175-185, in Herbert Hirsch, <i>Anti-genocide: Building an American Movement to Prevent Genocide</i> (London: Praeger, 2002).</p> <p>Ervin Staub, “Preventing Genocide: Activating Bystanders, Helping Victims Heal, Helping Groups Overcome Hostility,” in Levon Chorbajian and George Shirinian, eds., <i>Studies in Comparative Genocide</i> (London: Macmillan and New York: St. Martin’s Press, 1999), pp. 251-260.</p> <p>Recommended: David A. Hamburg, <i>Preventing Genocide: Practical Steps toward Early Detection and Effective Action</i>. Boulder, London: Paradigm Publishers, 2008, pp. 267-282.</p> <p>James Waller, <i>Becoming Evil: How Ordinary People Commit Genocide and Mass Killing</i>. Oxford university Press, 2002, pp. 9-86, 267-279.</p> <p>Philip Zimbardo, <i>The Lucifer Effect: Understanding How Good People Turn Evil</i>. Random House, 2008.</p>	
Lunch:	1:00 – 2:00 pm
Continue Unit XIII	2:00 – 3:20 pm

Break	3:20 – 3:30 pm
Continue Unit XIII	3:30 – 5:00 pm

DAY 10 – Friday, August 12

Student oral presentations and course wrap-up

- Students will present individual and group discussions on prepared themes.
- Students' evaluations of the course.
- Graduation ceremony