



## Genocide and Human Rights University Program

### Summer 2024: July 29-August 9, 2024

#### Day 1: Monday, July 29, 2024

<p><b><u>Introductions</u></b></p> <ul style="list-style-type: none"><li>• Introductory remarks from K.M. Greg Sarkissian (President) of the International Institute for Genocide and Human Rights Studies (A Division of the Zoryan Institute)</li><li>• Program overview and directives from Program Coordinator of the International Institute for Genocide and Human Rights Studies (A Division of the Zoryan Institute)</li><li>• Introductory remarks from Joyce Apstel (Course Director)</li><li>• Student introductions</li></ul>	9:00-10:00 am
<p><b><u>Unit 1 – Development and Analysis of Human Rights Links to Humanitarianism (Prof. Joyce Apstel)</u></b></p> <ul style="list-style-type: none"><li>• What are human rights? Where do they come from? Who gives them? What are some of their religious and philosophical foundations?</li><li>• Tracing the contested history of human rights from ancient times through the Western Enlightenment to the modern era.</li><li>• Was there a modern human rights revolution and what norms and institutions became central to its development?</li><li>• The Universal Declaration of Human Rights (UDHR) 1948: creating a legal basis for rights.</li><li>• How does Freeman link the politics of human rights and humanitarianism with issues of globalization, poverty and development?</li><li>• Re-evaluation and Critique: human rights as western construct and contested discourse of the inevitable, progressive “triumph” of human rights</li><li>• Ongoing gap between affirmation of basic rights and severe violations. The relationship between human rights and genocide.</li><li>• “Do no Harm”— the challenges of humanitarianism and the role of NGOs.</li></ul> <p><b>REQUIRED READINGS</b></p> <ul style="list-style-type: none"><li>• Read: <a href="http://www.un.org">www.un.org</a>: “The Universal Declaration of Human Rights”1948 &amp; “Declaration on the Right to Development” (1986)</li><li>• Craig Calhoun, “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.</li><li>• 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:</i></li></ul>	10:00-11:00 am

<p>Moral Dilemmas in Humanitarian Intervention (Lanham, MD: Rowman &amp; Littlefield Publishers, 1998), pp. 137-156.</p> <ul style="list-style-type: none"> <li>• Michael A. Freeman, Human Rights: An Interdisciplinary Approach, Chapters 1-3.</li> <li>• Michael A. Freeman, Human Rights: An Interdisciplinary Approach, Chapters 7-9.</li> </ul> <p><b>RECOMMENDED READINGS</b></p> <ul style="list-style-type: none"> <li>• Costas Douzinas, Human Rights and Empire: The Political Philosophy of Cosmopolitanism (Milton Park, Abingdon: Routledge-Cavendish, 2007).</li> <li>• Bonny Ibhawoh, Human Rights in Africa (Cambridge, Cambridge UP, 2018)</li> <li>• Michael Barnett, ed. Humanitarianism and Human Rights: A World of Difference? (Cambridge, UK, Cambridge UP, 2020).</li> </ul>	
Break	11:00- 11: 15 am
<b>Unit 1 continued.</b>	11:15 am – 1:00 pm
Lunch	1:00- 2:00 pm
<b>Unit 1 continued.</b>	2:00- 3:30 pm
Break	3:30- 3:45 pm
<b>Unit 1 continued.</b>	3:45- 5:00 pm

**Day 2: Tuesday, July 30, 2024**

<p><b><u>Unit 2 – Introduction to Genocide (Prof. Joyce Apstel)</u></b></p> <ul style="list-style-type: none"> <li>• Brief overview of genocide in history, from ancient times to the present. “Seeing” and “Studying” Mass Targeted Violence against Civilian Populations.</li> <li>• What is genocide? What is the relationship between human rights and genocide?</li> <li>• How can one define genocide? Why are there so many different definitions? What is the effect of this?</li> <li>• The UN definition and international law. Origins, criticisms.</li> <li>• What is Genocide Studies? What case studies are included? Excluded? Emphasized? What theories of genocide have been developed?</li> <li>• What is a “group?” What groups are included under the Genocide Convention? The significance and reinterpretations of the issues of groups, intent and destruction as total and in part.</li> <li>• How does genocide differ from other types of mass violence, such as atrocity crimes, massacres, war crimes, crimes against humanity? Related terminology: ethnic cleansing, massacres, politicide, extremely violent societies, etc. What are the differences and their significance?</li> </ul>	9:30- 11:00 am
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<ul style="list-style-type: none"> <li>• What factors, from scarcity to environment to reordering populations, contribute to our understanding the nature of genocidal societies?</li> <li>• What is the relationship between war and genocide?</li> <li>• From slavery to settler colonialism to subaltern genocides and structural violence how has genocide and atrocity crimes been situated in the continuum of violence? Significance?</li> </ul> <p><b>REQUIRED READING</b></p> <ul style="list-style-type: none"> <li>• Adam Jones, "Origins of Genocide," in <i>Genocide: A Comprehensive Introduction</i>. Third edition (London and New York: Routledge, 2017), pp. 3-51. Read: <a href="http://www.un.org">www.un.org</a> Convention on Prevention &amp; Punishment of Genocide.</li> </ul> <p><b>ASSIGNMENT</b></p> <ul style="list-style-type: none"> <li>• Each student be prepared with a short, written definition of genocide to discuss in class and link with one of Jones' discussions of disputed and debated genocides toward the end of Part I.</li> </ul>	
Break	11:00-11:15 am
<b>Unit 2 Continued.</b>	11:15am-1:00 pm
Lunch	1:00pm-2:00 pm
<p><b><u>Unit 3 - Theories of Genocide (Prof. Maureen Hiebert)</u></b></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><b>REQUIRED READINGS:</b></p> <ul style="list-style-type: none"> <li>• Uğur Ümit Üngör, "Studying Mass Violence: Pitfalls, Problems and Promises." <i>Genocide Studies and Prevention</i> 7, no. 1 (2012): 68-80.</li> <li>• Hiebert, Maureen S. "Questioning Boundaries: What's Old and What's New in Comparative Genocide Theory." In: <i>Genocide Matters: Ongoing Issues and Emerging Perspectives</i> (Routledge, 2013), edited by Joyce Apsel and Ernesto Verdeja, 16-41.</li> <li>• Dan Stone, "The Historiography of Genocide: Beyond 'Uniqueness' and Ethnic Competition". <i>Rethinking History</i> 8, no. 1 (March 2004): 127-142.</li> <li>• Dirk Moses, "The Problems of Genocide," <i>Law Log</i>, WZB Center for Global Constitutionalism (June 2020), at: <a href="https://lawlog.blog.wzb.eu/2020/06/18/the-problems-of-genocide">https://lawlog.blog.wzb.eu/2020/06/18/the-problems-of-genocide</a></li> <li>• Gary King, Robert Keohane, Sidney Verba, <i>Designing Social Inquiry</i> (Princeton: Princeton University Press, 1994), Chapter 2, "Descriptive Inference", pp. 34-75</li> </ul>	2:00pm-3:30 pm
Break	3:30-3:45 pm

Unit 3 continued.	3:45-5:00 pm
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### Day 3: Wednesday, July 31, 2024

<p><b><u>Unit 4– The Armenian Genocide (Prof. Suren Manukyan)</u></b></p> <ul style="list-style-type: none"> <li>• Western Armenians in the Ottoman Empire: Deprivation of rights, reform attempts, and the emergence of the national question.</li> <li>• Why genocide? Young Turks and the Armenian elite. How revolution changed societal equilibrium.</li> <li>• World War I as a catalyst. Examining the ideology of pan-Turkism and its impact.</li> <li>• Understanding the mechanisms of genocide: The stages and methods of murder. Killing the bodies and killing the identity.</li> <li>• The hierarchy of perpetrators: Pashas, bureaucracy, and crowd.</li> <li>• International responses: Evaluating the recognition of the genocide as a crime against humanity and civilization, and considering Germany's complicity.</li> <li>• International response. The concept of Crime against humanity and civilization. Complicity of Germany.</li> <li>• Post-genocide society: Analyzing the challenges and processes involved in reconstructing the Armenian nation.</li> <li>• International politics and genocide. “Who <a href="#">today</a> remembers the Armenians?” Is the process of international recognition important?</li> <li>• Understanding denial as the final stage of genocide and strategies for combating it effectively.</li> </ul> <p><b>REQUIRED READINGS</b></p> <ul style="list-style-type: none"> <li>• Ugur Ümit Üngör, <i>The Armenian Genocide, 1915, The Holocaust and Other Genocides: An Introduction</i> (<a href="#">ed.by</a> Wichert ten Have and Barbara Boender), Amsterdam: NIOD Institute for War, Holocaust and Genocide Studies and Amsterdam University Press, 2012, pp. 44-70</li> <li>• Rouben P. Adalian, <i>The Armenian Genocide, Centuries of Genocide. Essays and Eyewitness Accounts</i> (<a href="#">ed.by</a> Samuel Totten, William S. Parsons), Routledge, 2012, pp.117-155</li> <li>• Vahakn N. Dadrian, <i>Genocide as a problem of national and international law: The World War I Armenian case and its contemporary legal ramifications</i>, <i>Yale Journal of International Law</i>, 14(2), (1989), pp.221–334.</li> </ul> <p><b>RECOMMENDED READINGS</b></p> <ul style="list-style-type: none"> <li>• Robert Melson, <i>Revolution and Genocide: On the Origins of the Armenian Genocide and the Holocaust</i>. University of Chicago Press, 1992, pp.43-69</li> <li>• Bedross Der Matossian, <i>Shattered Dreams of Revolution: From Liberty to Violence in the Late Ottoman Empire</i>, Stanford: Stanford University Press, 2014, pp. 23-48; 73-95.</li> <li>• Raymond Kévorkian, <i>The Armenian Genocide: A Complete History</i>. New York: I.B. Tauris, 2011, pp.289-317</li> </ul>	9:00-11:00 am
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<ul style="list-style-type: none"> <li>• Katharine Derderian, Common fate, different experience: Gender- specific aspects of the Armenian genocide, 1915–1917, <i>Holocaust and Genocide Studies</i>, 19 (1) (2005), 1–25.</li> <li>• Taner Akçam, From Empire to Republic: Turkish Nationalism and the Armenian Genocide, London: Zed Books, 2004, pp. 180-207</li> </ul>	
Break	11:00-11:15 am
<b>Unit 4 continued.</b>	11:15-1:00 pm
Lunch	1:00 – 2:00 pm
<b>Unit 4 continued.</b>	2:00 – 3:30 pm
Break	3:30-3:45 pm
<b>Unit 4 continued.</b>	3:45-5:00 pm

#### Day 4: Thursday, August 1, 2024

<p><b><u>Unit 5 – The Holocaust (Prof. Doris Bergen)</u></b></p> <p>Introduction: Integrated histories and a human timeline.</p> <p><b>REQUIRED READINGS:</b></p> <ul style="list-style-type: none"> <li>• Doris Bergen, "Studying the Holocaust: Is History Commemoration," in <i>The Holocaust and Historical Methodology</i>, ed. Dan Stone (2012) [pdf attached]</li> <li>• Edward Kissi, Tom Lawson, Ulrike Lindner, and Mirjam Zadoff, "Roundtable," in <i>Colonial Paradigms of Violence: Comparative Analysis of the Holocaust, Genocide, and Mass Killing</i>, ed. Michelle Gordon and Rachel O'Sullivan (2022) [pdf attached]</li> <li>• Molly Applebaum, <i>Buried Words: The Diary of Molly Applebaum</i> (2016) [pdf attached]</li> </ul> <p><b>RECOMMENDED READINGS:</b></p> <ul style="list-style-type: none"> <li>• Doris Bergen, "Key Themes in Holocaust History," in <i>Essentials of Holocaust Education: Fundamental Issues and Approaches</i>, ed. by Samuel Totten and Stephen Feinberg (New York: Routledge, 2016), 17-33.</li> </ul>	9:00-11:00 am
Break	11:00-11:15 am
<b>Unit 5 continued.</b>	11:15 am-1:00 pm
Lunch	1:00-2:00 pm

<b>Unit 5 continued.</b>	2:00-3:45 pm
Break	3:45-4:00 pm
<b>Making Connections (Prof. Joyce Apsel)</b>	4:00-5:00 pm

**Day 5: Friday, August 2, 2024**

<p><b>Unit 6– Indigenous Peoples of North America (Prof. Kerri Malloy)</b></p> <p>Accompanying the growth of the Land Back movement is an interrogation of the role of dispossession of Indigenous peoples and the applicability of genocide during the formation of Canada and the United States. In this unit, dispossession will be analyzed using definitions of genocide, critical place, and transitional justice studies to complicate the narrative of Western expansion and the suitability of reconciliation processes.</p> <p><b>REQUIRED READINGS:</b></p> <ul style="list-style-type: none"> <li>• Gregory D. Smithers, “Rethinking Genocide in North America,” in <i>The Oxford Handbook of Genocide Studies</i> (2010), p. 322-341</li> <li>• Ned Blackhawk, “The Centrality of Dispossession: Native American Genocide and Settler Colonialism,” in <i>The Cambridge World History of Genocide</i>, Volume II, (2023), p. 23-45</li> <li>• Andrew Woolford and Jeff Benvenuto, “Canada and Colonial Genocide,” <i>Journal of Genocide Research</i>, 17, 4 (2015).</li> <li>• Walter R. Echo-Hawk, “Was Genocide Legal?” in <i>In the Courts of the Conqueror: The 10 Worst Indian Law Cases Ever Decided</i>, (2010), p. 399-420</li> <li>• National Inquiry into Missing and Murdered Indigenous Women and Girls, "Supplementary Report on Genocide" (2019).</li> <li>• Kerri J. Malloy, “Remembrance and Renewal at Tuluwat: Restoring the Center of the World” in <i>Remembrance and Forgiveness: Global and Interdisciplinary Perspectives on Genocide and Mass Violence</i>, (2020), p 20-33.</li> <li>• Andrew Woolford. “Decolonizing Genocide” in <i>Routledge Handbook on Decolonizing Justice</i>, (2023), p. 423-433.</li> </ul> <p><b>RECOMMENDED READINGS:</b></p> <ul style="list-style-type: none"> <li>• Adam Jones, “Genocides of Indigenous Peoples” in <i>Genocide: A Comprehensive Introduction</i>, (2017), p. 147-199.</li> <li>• Tasha Hubbard, "Buffalo Genocide in Nineteenth-Century North America: 'Kill, Skin, Sell'" in <i>Colonial Genocide in Indigenous North America</i>, (2014), p. 292-305.</li> </ul>	9:00-11:00 pm
Break	11:00-11:15 am
<b>Unit 6 continued.</b>	11:15-1:00 pm
Lunch	1:00-2:00 pm

<p><b><u>Unit 7 – Genocide in Rwanda (Prof. Elisabeth King)</u></b></p> <p>The case study of Rwanda will be divided into two sections. In the first part, we will examine the pre-genocide period and the genocide itself. We will discuss the causes of the genocide and critically consider what we know, how we know it, and what we still might not know by thinking about research and approaches to research on genocide in Rwanda. In the second part, we will examine the post genocide period and the challenges that face Rwanda in 2024, 30 years after the genocide. We will focus on post-genocide policies in regard to ethnicity and the narrative of the genocide.</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>● King, Elisabeth. 2014. <i>From Classrooms to Conflict in Rwanda</i>. New York: Cambridge University press, pp. 1-3, 16-20.</li> <li>● King, Elisabeth. 2010. “Memory controversy in post genocide Rwanda: implications for peace building” in <i>Genocide Studies and Prevention</i>. 5(3): 293–308.</li> <li>● Strauss, Scott. 2006. <i>The order of genocide: race, power, and war in Rwanda</i>. Ithaca: Cornell University Press, pp.7-14, 17-40, 153-65, 172-74.</li> </ul>	<p>2:00 – 3:30 pm</p>
<p>Break</p>	<p>3:30-3:45 pm</p>
<p><b>Unit 7 continued.</b></p>	<p>3:45-5:00pm</p>

**Day 6: Monday, August 5, 2024**

<p><b><u>Unit 8 – International Law and Genocide (Prof. William Schabas)</u></b></p> <p>Development of the legal concept of genocide:</p> <ul style="list-style-type: none"> <li>● Raphael Lemkin</li> <li>● International Military Tribunal (Nuremberg).</li> <li>● GA Resolution 96(I).</li> <li>● 1948 Genocide Convention.</li> <li>● The Eichmann trial.</li> <li>● International Criminal Tribunals for former Yugoslavia/Rwanda.</li> <li>● International Criminal Court.</li> <li>● Commission of Inquiry on Darfur.</li> <li>● Case law of the International Court of Justice.</li> <li>● Contemporary allegations of genocide: Yazidis, Uyghur, Rohingya, Ukraine conflict, Israel/Palestine conflict.</li> </ul> <p><b>REQUIRED READINGS:</b></p> <ul style="list-style-type: none"> <li>● 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.)</li> <li>● Draft resolution on genocide presented to United Nations General Assembly.</li> <li>● General Assembly Resolution 96(I).</li> <li>● Convention on the Prevention &amp; Punishment of the Crime of Genocide.</li> </ul>	<p>9:00 – 11:00 am</p>
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<ul style="list-style-type: none"> <li>● A.-G. Israel v. Eichmann (District Court, Jerusalem) (excerpts).</li> <li>● Revised and updated report on the question of the prevention and punishment of the crime of genocide, Prepared by Mr. B. Whitaker.</li> <li>● Crimes Against Humanity and War Crimes Act.</li> <li>● Prosecutor v. Krstic, Judgment, 19 April 2004 (excerpts).</li> <li>● Report of the International Commission of Inquiry on Darfur to the United Nations Secretary-General.</li> <li>● Declaration on Prevention of Genocide, Committee for the Elimination of Racial Discrimination.</li> <li>● 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.</li> <li>● Bashir Arrest Warrant decision (read paras. 35-45, 110-205).</li> <li>● Genocide Prevention Task Force, Preventing Genocide: A Blueprint for U.S. Policymakers (Washington, DC: American Academy of Diplomacy, United Holocaust Memorial Museum, and United States Institute of Peace, 2008), pp. xxi-xxii.</li> <li>● William Schabas, ‘Genocide and Ukraine: Do Words Mean What We Choose Them to Mean?’, (2022) Journal of International Criminal Justice 1-15.</li> </ul>	
Break	11:00-11:15 am
<b>Unit 8 continued.</b>	11:15-1:00 pm
Lunch	1:00- 2:00 pm
<b>Unit 8 Continued</b>	2:00- 2:30 pm
Break	2:30-2:45 pm
<p><b><u>Unit 9 – Geo-Politics and Genocide (Prof. James Tyner)</u></b></p> <p>Geopolitics, broadly defined, relates to the practice of statecraft within and between foreign governments. By examining geopolitical relations, we can better understand the political economy of genocide and how this informs our understanding of mass violence. Accordingly, this unit, with an emphasis on the Cambodian genocide, provides an introduction to the study of geopolitics and genocide. In doing so, we will discuss the varied and contested meanings of geopolitics, different geo-political systems, and how geopolitics may help our understanding of contemporary genocides.</p> <p><b>REQUIRED READINGS:</b></p> <ul style="list-style-type: none"> <li>● “The Apathy of Empire: Cambodia in American Geopolitics,” (University of Minnesota Press, 2024) - <b>FORTHCOMING</b></li> </ul>	2:45-4:45 pm
<b>Making Connections (Prof. Joyce Apse)</b>	4:45-5:00 pm



## Day 7: Tuesday, August 6, 2024

<p><b><u>Unit 10 - Gender and Genocide (Prof. Elisa von Joeden-Forgey)</u></b></p> <p>Genocide is a deeply gendered process. By examining the gendered dimensions of the crime, we can gain important insights into its roots, proximate causes, patterns, long-term impact, and prevention. In this unit, we will use various case studies to discuss the implications of gendered research for the definition of the crime; the interpretation of genocidal ideologies, perpetrator behavior, and victim experiences; the development of an early warning system; approaches to restitution and social healing after the fact; and the long-term prevention of the crime.</p> <p><b>REQUIRED READINGS:</b></p> <ul style="list-style-type: none"> <li>• Elisa von Joeden-Forgey, "Women and the Herero Genocide," Ch. 3 in Elissa Bemporad and Joyce Warren (eds), <i>Women and Genocide: Victims, Survivors, Perpetrators</i> (Indianapolis: Indiana University Press, 2018), 36-57</li> <li>• Elisa von Joeden-Forgey, "Beyond the Binaries: Gender and the Future of Genocide Studies and Prevention," in Amy Randall (ed), <i>Gender and Genocide in the Twentieth Century</i> (London: Bloomsbury, 2022)</li> <li>• Andrea Smith, <i>Conquest: Sexual Violence and American Indian Genocide</i> (New York: South End Press, 2005), Ch. 1, "Sexual Violence as a Tool of Genocide" 7-33.</li> </ul>	<p>9:00 – 11:00 am</p>
<p>Break</p>	<p>11:00-11:15 am</p>
<p><b>Unit 10 continued.</b></p>	<p>11:15 – 1:00 pm</p>
<p>Lunch</p>	<p>1:00 – 2:00 pm</p>
<p><b><u>Unit 11 – Genocide Denial (Prof. Jennifer Dixon)</u></b></p> <p>This unit and the assigned readings introduce conceptual and analytical frameworks for thinking about genocide denial and related phenomena, including silencing, mythmaking, and appropriation. We will discuss why states silence and deny past atrocities, the rhetorical forms and strategies states employ in doing so, and some of the consequences of such denial. The readings and discussion will emphasize the macro-political dimensions of genocide denial, including the international context.</p> <p><b>REQUIRED READINGS:</b>[161 pp. in total]:</p> <ul style="list-style-type: none"> <li>• Jennifer M. Dixon, Introduction and Chapter 1, <i>Dark Pasts: Changing the State's Story in Turkey and Japan</i> (Ithaca: Cornell University Press, 2018), pp. 1-11 and 14-31. [30 pp.] [These chapters introduce conceptual and analytical frameworks for studying states' narratives of past atrocities, including the denial and silencing of, and mythmaking about, dark pasts. While the focus in these chapters is not solely on denial, the explanatory framework sheds light on motivations behind states' denials of genocide and other atrocities.]</li> </ul>	<p>2:00 - 2:30</p>

<ul style="list-style-type: none"> <li>• Jennifer M. Dixon, “Rhetorical Adaptation and Resistance to International Norms,” <i>Perspectives on Politics</i>, vol. 15, no. 1 (March 2017), pp. 83-99. [11 pp.] [This article analyzes the rhetoric of denial in relation to international normative expectations.]</li> <li>• Stanley Cohen, “Government Responses to Human Rights Reports: Claims, Denials, and Counterclaims,” <i>Human Rights Quarterly</i>, vol. 18 (1996), pp. 517-543. [27 pp.] [This article systematically analyzes a range of government responses – including several different types of denial – to criticisms of states’ human rights practices by international human rights organizations.]</li> <li>• Jelena Subotić, “The Politics of Holocaust Remembrance after Communism,” in <i>Yellow Star, Red Star: Holocaust Remembrance after Communism</i> (Ithaca: Cornell University Press, 2019), pp. 17-44. [28 pp.] [This chapter discusses the appropriation of Holocaust memory in Eastern Europe, shedding light on forms of and motivations behind denial and related phenomena.]</li> <li>• Elisabeth King, “Memory Controversies in Post-Genocide Rwanda: Implications for Peacekeeping,” <i>Genocide Studies and Prevention</i>, vol. 5, no. 3 (December 2010), pp. 293-309. [13 pp.] [This article turns to the <i>effects</i> of official narratives on individuals and collectivities. It explores disjunctures between official and individual memories of the Rwandan Genocide, highlighting individual and collective effects of hegemonic memory construction in the aftermath of genocide.]</li> <li>• Elazar Barkan and Ariella Lang, “Mapping Memory Laws,” in Elazar Barkan and Ariella Lang, eds., <i>Memory Laws and Historical Justice: The Politics of Criminalizing the Past</i> (Palgrave Macmillan, 2022), pp. 1-21. [21 pp.] [This chapter explores the forms of and motivations behind memory laws, some of which are intended to fight genocide denial and others of which are forms of genocide denial.]</li> <li>• Adam T. Smith, “Unseeing the Past: Archaeology and the Legacy of the Armenian Genocide,” <i>Current Anthropology</i>, vol. 63, supplement 25 (2022), pp. S56-S90. [31 pp.] [This article documents structural consequences of Turkey’s denial of the Armenian Genocide, focusing on the government’s intentional erasure of evidence of Armenian communities in Anatolia and the cooperation of the international field of archaeology in this silencing.]</li> </ul>	
Break	3:30 - 3:45 pm
Unit 11 continued.	3:45 – 5:00 pm

**Day 8: Wednesday, August 7, 2024**

<p><b><u>Unit 12 – Psychology of Genocide (Prof. James Waller)</u></b></p> <p>This unit will provide an introduction to, and analysis of the psychological causes of large-scale conflict with a particular focus on the role of social identity theory. In our century, the questions that fill people with emotion are “Who are we?” and, more ominously, “Who are we not?” Social identity theory helps us understand the strength of group memberships and the ways in which social identity matters as a source of intergroup conflict. The violence of large-scale conflict is multi-directional and one of those directions can be genocidal. Genocidal conflict, in particular, is most often identity-based.</p>	9:00 – 11:00 am
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<p>This unit also explores the psychology of perpetrator behavior by unpacking the process by which ordinary people become capable of committing genocide and atrocity crimes. Central to that exploration are the implications of the research for genocide and atrocity crimes prevention.</p> <p><b>REQUIRED READINGS:</b></p> <ul style="list-style-type: none"> <li>• James E. Waller, <i>The Ordinariness of Extraordinary Evil: The Making of Perpetrators of Genocide and Mass Killing</i>. In O. Jensen &amp; C. W. Szejnmann (Eds.) <i>Ordinary People as Mass Murderers: Perpetrators in Comparative Perspectives</i>. Palgrave MacMillan, 2008.</li> <li>• James E. Waller, <i>A Troubled Sleep: Risk and Resilience in Contemporary Northern Ireland</i> (pp. 25-35). Oxford University Press, 2021.</li> </ul>	
Break	11:00-11:15 am
<b>Unit 12 continued.</b>	11:15 am – 1:00 pm
Lunch	1:00 – 2:00 pm
<p><b><u>Unit 13 –Legacies of Trauma from Atrocity (Prof. Athena Madan)</u></b></p> <p>This unit explores some of the economic, political, and psychosocial legacies of genocide at individual-, group-and-family-, and societal-levels. Through interdisciplinary perspectives and using case study vignettes, we will look at some of the gender-specific considerations, intergenerational and collective traumas, and governance implications to gain insights into the complex legacies of genocide.</p> <p><i>Sign up for ONE of the readings through the Google for <a href="#">HERE</a>.</i></p>	2:00 – 3:30 pm
Break	3:30 - 4:00 pm
<b>Unit 13 continued.</b>	4:00 - 5:00 pm

**Day 9: Thursday, August 8, 2024**

<p><b><u>Unit 14: Genocide Prevention (Prof. Alexander Alvarez)</u></b></p> <p>More than seventy years after the United Nation Genocide Convention defined genocide as a crime under international and mandated its prevention and punishment, genocide remains a significant problem on the world stage and genocide prevention an elusive goal. This unit contextualizes and explores the theories, realities, and complexities of genocide prevention, assesses, and critiques pre-existing strategies, and challenges us to reimagine genocide prevention in terms of what we know about the etiology and nature of genocide and what we understand about the obstacles to effective prevention.</p>	9:00 – 11:00 am
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<p><b>REQUIRED READINGS</b></p> <ul style="list-style-type: none"> <li>● Herbert Hirsch, “Preventing Genocide and Protecting Human Rights: A Failure of Policy,” <i>Genocide Studies International</i> 8, no. 1 (Spring 2014): 1-22.</li> <li>● Alexander Mayer-Rieckh, Karim Kamel, and Sabrina Stein, “Atrocity Prevention In a Nutshell: Origins, Concepts, and Approaches,” <i>Conflict Prevention and Peace Forum</i>, January 2016.</li> <li>● Ervin Staub, “A World without Genocide: Prevention, Reconciliation, and the Creation of Peaceful Societies,” <i>Journal of Social Issues</i> 69, no. 1 (2013): 180-199.</li> <li>● Elisa von Joeden-Forgey, “Paths Not Traveled: Genocide Prevention, the Global Grassroots, and the Power of Dialogism,” <i>Genocide Studies International</i>, Volume 14, no. 1 (Spring 2022): 45-64.</li> </ul> <p><b>RECOMMENDED READINGS</b></p> <ul style="list-style-type: none"> <li>● The Responsibility To Protect: Report of the International Commission on Intervention and State Sovereignty. Ottawa: International Development Research Centre, 2001.</li> <li>● Scott Straus, <i>Fundamentals of Genocide and Mass Atrocity Prevention</i>. Washington, DC: United States Holocaust Memorial Museum, 2016.</li> <li>● Henry C. Theriault, “The Albright-Cohen Report: From Realpolitik Fantasy to Realist Ethics,” <i>Genocide Studies and Prevention: An International Journal</i> 4, no. 2 (2009). <a href="http://scholarcommons.usf.edu/gsp/vol4/iss2/11">http://scholarcommons.usf.edu/gsp/vol4/iss2/11</a>.</li> </ul>	
Break	11:00 – 11:15 am
<b>Unit 14 continued.</b>	11:15 – 1:00 pm
Lunch	1:00 – 2:00 pm
<p><b><u>Unit 15: Looking Forward at Future Genocide and Mass Atrocity: Climate Change, Artificial Intelligence, and Non-Conventional Warfare (Prof. Alvarez, Hiebert, Xu)</u></b></p> <p><b><u>Alvarez</u></b></p> <p>Climate change will challenge the ability of human communities to cope and adjust to the stresses and strains imposed by a warming world. These challenges will be occurring in a world in which authoritarianism has experienced a dramatic resurgence. This unit explores the ways in which the stresses and strains imposed by climate change will increase the risk for the development of communal and ethnic violence, war, and genocide and examines the ways in which issues such as state failure, authoritarianism, resource scarcity, and population displacement relate to xenophobia, prejudice, and intolerance and the etiology and dynamics of collective violence, including and especially genocide.</p> <p><b>REQUIRED READINGS</b></p>	2:00 – 3:30 pm

- Early Warning Project, “Countries at Risk For Mass Killing 2021-22: Statistical Risk Assessment Results,” United States Holocaust Memorial Museum, Simon-Skjoldt Center For the Prevention of Genocide, Nov. 2021.
- International Committee of the Red Cross, “When Rain Turns to Dust: Understanding and Responding to the Combined Impact of Armed Conflicts and the Climate and Environmental Crisis on People’s Lives,” July 2020
- Department of Defense, Office of the Undersecretary for Policy (Strategy, Plans, and Capabilities). 2021. Department of Defense Climate Risk Analysis. Report Submitted to National Security Council.

### **RECOMMENDED READINGS**

- Gary A. Haugen and Victor Boutros, *The Locust Effect: Why the End of Poverty Requires the End of Violence*.
- Christian Parenti, *Tropic of Chaos: Climate Change and the New Geography of Violence* (Nation Books, 2011)
- Alex Alvarez, *Unstable Ground: Climate Change, Conflict, and Genocide* (Lanham, MD: Rowman & Littlefield, 2017).

### **Hiebert**

The future of humanity will see our current use of artificial intelligence (AI) driven by increasingly sophisticated machine learning, robotics, and cyber capabilities explode in ways that will likely dominate almost all aspects of our lives. This will include conflicts in the physical and cyber domains among and within states, with both states and other armed groups deploying these technologies in conflicts above and below the threshold of war. In our discussion we will explore the kinds of autonomous weapon systems and technological enhancement of human soldiers that are already being developed, what these systems might look like in the near to medium future, how they may be deployed, and the ethical, legal, and human rights implications of their development and use, including whether they could facilitate atrocity prevention while at the same time providing genocidal actors with new methods and means of group destruction.

### **REQUIRED READINGS**

- Noel Sharkey, “The Evitability of Autonomous Robot Warfare,” *International Review of the Red Cross* (Summer 2012) Vol. 94, No. 886, pp. 787-799
- Ashley Deeks, Noam Lubell, Daragh Murray, “Machine Learning, Artificial Intelligence, and the Use of Force by States,” *Journal of National Security Law and Policy* (2019) Vol. 10, pp. 1-25.

### **Xu**

Since the end of the Second World War and the Cold War, non-conventional warfare, especially insurgencies, have become the dominant method of armed conflict across the world and this trend shows no sign of abating. In this context of intrastate violence, it is important to understand how the interactions between state and non-state actors facilitate the genocidal process. How have the state leveraged its asymmetric power in order to counter what it perceives as an internal threat that can lead to genocidal outcomes? How

<p>have the state decentralized violence to other non-state actors in order to engage in genocidal acts against minority groups in the name of counterinsurgency and counterterrorism? This unit explores the ways in which the changing nature of armed conflict, as well as the international security environment have enabled the state to commit mass violence as an exercise of sovereignty. Furthermore, it examines both the rhetoric and mechanisms by which state and non-state actors engage in violence and genocide with the view of consolidating state power.</p> <p><b>REQUIRED READINGS</b></p> <ul style="list-style-type: none"> <li>• Alex Alvarez, "Militias and genocide." War Crimes Genocide &amp; Crimes against Humanity. 2 (2006): 1-33.</li> <li>• Joanne Smith Finley, "Why scholars and activists increasingly fear a Uyghur genocide in Xinjiang." Journal of Genocide Research 23, no. 3 (2021): 348-370.</li> <li>• Cheng Xu "Draining the Sea: Counterinsurgency as an Instrument of Genocide." Genocide Studies International 12, no. 1 (2018): 6-25.</li> </ul> <p><b>RECOMMENDED READINGS</b></p> <ul style="list-style-type: none"> <li>• Ariel I. Ahram, "The role of state-sponsored militias in genocide." Terrorism and political violence 26, no. 3 (2014): 488-503.</li> <li>• Stathis N. Kalyvas, and Laia Balcells, "International system and technologies of rebellion: How the end of the Cold War shaped internal conflict." American Political Science Review 104, no. 3 (2010): 415-429.</li> <li>• Rick Orth, "Rwanda's Hutu Extremist Genocidal Insurgency: An Eyewitness Perspective." Small Wars and Insurgencies 12, no. 1 (2001): 76-109.</li> <li>• Martin Shaw, "Darfur: counter-insurgency, forced displacement and genocide." The British journal of sociology 62, no. 1 (2011): 56-61.</li> </ul>	
Break	3:30 - 3:45 pm
<b>Unit 15 Continued.</b>	3:45 - 5:00 pm

## Day 10: Friday, August 9, 2024

Student Evaluation Forms	9:00 – 10:00 am
Student Presentations	10:00 – 11:30 am
Break	11:30 – 11:45 am
Student Presentations	11:45 am – 1:00 pm
Lunch	1:00 -

	2:00 pm
Student Presentations	2:00 - 3:30 pm
Break	3:30 - 3:35 pm
Student Presentations	3:35 - 5:00 pm