



Genocide and Human Rights University Program Summer 2022 Virtual Format

<u>Introductions</u>	9:00-9:30 am
<u>Unit 1 – Development and Analysis of Human Rights and Links to Humanitarianism (Apsel)</u> <ul style="list-style-type: none">• What are human rights? Where do they come from? Who gives them? What are some of their religious and philosophical foundations?• Tracing the contested history of human rights from ancient times through the Western Enlightenment to the modern era.• Was there a modern human rights revolution and what norms and institutions became central to its development?• The Universal Declaration of Human Rights (UDHR) 1948: creating a legal basis for rights.• How does Freeman link the politics of human rights and humanitarianism with issues of globalization, poverty and development?• Re-evaluation and Critique: human rights as western construct and contested discourse of the inevitable, progressive “triumph” of human rights <p>Ongoing gap between affirmation of basic rights and severe violations. The relationship between human rights and genocide.</p> <ul style="list-style-type: none">• “Do no Harm”— the challenges of humanitarianism and the role of NGOs.	9:30-11:00 am
Break	11:00-11: 15 am
Unit 1 continued.	11:15 am – 1:00 pm
Lunch	1:00- 2:00 pm
<u>Unit 2 – Introduction to Genocide (Apsel)</u> <p>Brief overview of genocide in history, from ancient times to the present. “Seeing” and “Studying” Mass Targeted Violence against Civilian Populations.</p> <ul style="list-style-type: none">• What is genocide? What is the relationship between human rights and genocide?	2:00-4:00 pm

<ul style="list-style-type: none"> ● 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 Genocide Studies? What case studies are included? Excluded? Emphasized? What theories of genocide have been developed? ● 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. ● 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? ● What factors, from scarcity to environment to reordering populations, contribute to our understanding the nature of genocidal societies? ● What is the relationship between war and genocide? ● 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? <p>Assignment</p> <p>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.</p>	
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Day 2: Tuesday, August 2, 2022

<p><u>Unit 3 – Theories of Genocide (Hiebert)</u></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>9:30-11:00 am</p>
<p>Break</p>	<p>11:00-11:15 am</p>
<p><u>Unit 4 – The Armenian Genocide (Kurt)</u></p> <p>The Armenian Question</p> <p>This segment of the Genocide and Human Rights University Program will outline the process that led to the extermination of Armenian Ottomans. This process was both structural and event-driven. The segment will also sum up the main characteristics and consequences of the Armenian Genocide and will look at a number of issues: causes, development, property confiscation, perpetrators and victims, justice, and social</p>	<p>11:15-1:00 pm</p>

<p>aftermaths. Finally, we will touch upon some key characteristics of genocides that can be used from a comparative perspective.</p> <p>The Armenian Question in the Long Nineteenth Century</p> <ul style="list-style-type: none"> ● Inter-ethnic relations; imperial “Decline” in relation to European Powers; Tanzimat and the rejection of equality ● Internationalization of the Armenian Question; the formation of Armenian political parties ● Sultan Abdulhamid II and his worldview; Hamidiye Regiments ● Mass killings in the 1890s: Sassun (1894) and the 1895-96 empire-wide massacres. <p>From Imperial Collapse to Mass Violence</p> <ul style="list-style-type: none"> ● 1908 Revolution; New Actors, Political Structures, and Ideologies ● The Balkan Wars: total war, ethnic cleansing and refugee crisis ● Coup-d’état and dictatorship; the Reform Act (February 1914) ● The 1914 ethnic cleansings ● War and total war: the Sarikamish disaster; the Dardanelles landings 	
Lunch	1:00 – 2:00 pm
<p>Aftermaths of the Armenian Genocide</p> <ul style="list-style-type: none"> ● Social consequences of the genocide ● Tribunals and the absence of transitional justice ● The orphans’ generation, dispersion, and assimilation 	2:00 – 3:30 pm
Making Connections (Apsel)	3:30-4:00 pm

Day 3: Wednesday, August 3, 2022

<p><u>Unit 5 – The Holocaust (Bergen)</u></p> <p>Introduction: Integrated histories and a human timeline.</p>	9:30-11:00 am
Break	11:00-11:15 am
Unit 5 continued	11:15 am-1:00 pm
Lunch	1:00-2:00 pm
Unit 5 continued	2:00-3:45 pm

Making Connections (Apsel & Bergen)	3:45-4:00 pm
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Day 4: Thursday, August 4, 2022

<u>Unit 6 – Indigenous Peoples of North America (Woolford)</u>	9:30-1 1:00 am
In light of the Truth and Reconciliation Commission of Canada’s charge that Canadian settler colonialism amounts to cultural genocide, this unit offers comparative analysis of a key institution of settler colonialism: the assimilative boarding school. Situating this institution in the broader history of North American colonialism and settler colonialism, we will compare and contrast Indigenous boarding school experiences in the United States and Canada in relation to the genocide concept. In so doing, the analytical tools of genocide research, such as definitions of genocide and other key concepts will be complicated to better attend to the specific social, cultural and historical context of settler colonial assimilative boarding schools.	
Break	11:00- 11:15 am
Unit 6 continued.	11:15- 1:00 pm
Lunch	1:00-2 :00 pm
<u>Unit 7 – Guatemala (Crosby & Lykes)</u>	2:00 – 4:00 pm
During Guatemala’s devastating thirty-six years of armed conflict (1960-1996), over 200,000 people were killed or disappeared and 1.5 million people were displaced from their homes. The country’s Maya peoples were the targets of genocidal violence by the Guatemalan state, including massacres and sexual violence. The roots of this gendered racialized violence lie in Guatemala’s colonial system of dispossession and destruction of Indigenous lives, lands, and livelihoods. In this session, we will centre Mayan women’s protagonism in struggles for redress in the aftermath of genocidal harm, as they seek to suture land, body, and territory.	

Day 5: Friday, August 5, 2022

<u>Unit 8 – The Rwandan Genocide (Straus)</u>	9:30 – 11:00 am
The segment on the genocide in Rwanda will cover 1) pre-genocide political and social history, with brief discussions of Rwanda’s precolonial, colonial, and post-colonial periods; 2) a discussion of the immediate period of change and turmoil that preceded the genocide, from 1990-1994; 3) the onset and dynamics of genocide at the national, regional, and local level; 4)	

the drivers of participation in violence; 5) controversies over labeling and counting; 6) contributions to genocide studies scholarship and 7) post-genocide politics and rule by the RPF.	
Break	11:00 – 11:15 am
Unit 8 continued.	11:15- 1:00 pm
Lunch	1:00 - 2:00 pm
<p><u>Unit 9 – The Cambodian Genocide (Hiebert)</u></p> <p>The Cambodian Genocide refers to the period 1975-79, when the country was under the control of the Khmer Rouge Communist Party, under the rule of Pol Pot. The estimated death toll of the genocide is over 2 million. A civil war preceded the genocide, in which the Khmer Rouge emerged on top, as well as intense conflict brought to Cambodia by the Vietnam War, which was underway at the time. As soon as Pol Pot came to power, the Khmer Rouge set about an extreme program of violently reshaping Cambodia to fit their extreme collectivist and exclusionary conception of revolutionary Kampuchea. Intellectuals and other urbanites, along with ethnic and religious minorities were targeted for destruction as alleged “counter-revolutionary elements.” As the genocide progressed, the Khmer Rouge turned its violence inward in a parallel terroristic purge of “suspect” Khmer Rouge cadres.</p>	2:00 – 4:00 pm

Day 6: Monday, August 8, 2021

<p><u>Unit 10 – International Law and Genocide (Schabas)</u></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 Genocide Convention. • The Eichmann trial. • International Criminal Tribunals for former Yugoslavia/Rwanda. • International Criminal Court. • Commission of Inquiry on Darfur. 	9:30 – 11:00 am
Break	11:00-1 1:15 am
Unit 10 continued.	11:15 – 1:00 pm

Lunch	1:00 – 2:00 pm
<p><u>Unit 11 – The Uyghurs (Yusupov)</u></p> <p>On 9th December 2021, the Uyghur Tribunal hearings in London concluded with a verdict about genocide perpetrated by Chinese government against Uyghurs, Kazakhs, and other Turkic Muslim minorities. This segment will contextualize the ongoing Uyghur crisis in relation to the broader socio-political history of the region. We will then talk about some of the official policies that make the case of Uyghurs distinctive from the comparative perspective. Finally, we will look at the judgment of Uyghur tribunal to understand the legal logics that seek to capture the evolving nature of genocidal violence in our interconnected yet profoundly divided world today.</p>	2:00-3: 15 pm
<p><u>Unit 12 – Language and Lenses of Destruction - Continuum of Violence: Ukraine Past and Present (Apsel & Mattingly)</u></p> <p>This section explores the <i>processes</i> involved in genocide and other mass atrocities focusing on <i>destruction by attrition</i>. Key is looking at how state and other actors through uprooting , displacement to sexual violence along with denial of access to food, healthcare, livelihood and other necessities create conditions to weaken, stunt and destroy targeted peoples. For example, forced famine and mass starvation from the Ibo in Nigeria, Holodomor in the Ukraine to the Great Chinese Famine are examples of how “death from natural causes” provides a cover for taming and/or eliminating “disposable peoples. Analytic lenses such as necropolitics help expand understanding of how the state and its accomplices decide who lives and who dies, and add new insights into the methods and pervasiveness of targeted destruction “in whole or in part.”</p> <p>It will then focus on Ukraine as a case study, exploring how the 1932-1933 Soviet Famine in Ukraine, known as the Holodomor, was possible, and what implications it has for Ukrainian history. Silenced almost until the very dissolution of the USSR, this man-made famine claimed lives of millions and shaped power relations on all levels and carved itself deep into cultural memory.</p> <p>In this seminar, we will also discuss the mechanism of the Holodomor on the ground. Who were men and women who facilitated policies that led to the famine? Like in other cases of mass violence, many people participated in the Holodomor, so prepare for unexpected discoveries as we explore the past of Soviet general secretaries, female Stakhanovites, famous dissidents and humblest collective farmers. In this session, you will be able to place this famine within the broader context of the Ukrainian and European history.</p>	3:15 – 4:30 pm

Day 7: Tuesday, August 9, 2021

<u>Unit 13 - Gender and Genocide (von Joeden-Forgey)</u>	9:30 – 11:00 am
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<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>	
Break	11:00-11:15 am
Unit 13 continued.	11:15 am – 1:00 pm
Lunch	1:00 – 2:00 pm
<p><u>Unit 14 – Psychology of Genocide (Waller)</u></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. 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>	2:00 – 3:30 pm
<u>Making Comparisons, Drawing Conclusions (Waller and Apsel)</u>	3:30 – 4:00 pm

Day 8: Wednesday, August 10, 2021

<p><u>Unit 15 - Memory and Representation (Sodaro)</u></p> <p>Genocide and other forms of mass violence are often met with denial and silence, which constitute their own forms of violence and are deeply entrenched and ongoing in many cases. One of the most important counterpoints to denial is memory and the acknowledgement and representation that it entails. Memory projects intended to acknowledge genocide and human rights abuses come in many forms, from official apologies, reparations and truth commissions to the creation of memorials and museums. But while remembering and commemorating violence is generally agreed to be an ethical obligation, memory is also political, and memory politics increasingly play a central role in contemporary political, social and ethical debates and decisions. This unit considers the role and limits of memory and representation, in particular in memorial museums, in</p>	9:30 – 11:00 am
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acknowledging genocide and human rights abuses, contributing to justice and repair, healing victims and collectives, and preventing future violence.	
Break	11:00 – 11:15 am
Unit 14 continued.	11:15 – 1:00 pm
Lunch	1:00 – 2:00 pm
<p><u>Unit 16: Genocide Prevention (Alvarez)</u></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>	2:00 – 4:00 pm

Day 9: Thursday, August 11, 2021

<p>Unit 17: Looking Forward: Genocide and Mass Atrocity: Environment, Artificial Intelligence, and Non-Conventional Warfare (Alvarez, Hiebert, Xu)</p> <p>Alvarez</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>Hiebert</p>	9:30 – 11:00 am
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<p>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.</p> <p>Xu</p> <p>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 of as an internal threat that can lead to genocidal outcomes? How 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>	
Break	11:00 – 11:15 am
Unit 18 continued.	11:15 – 1:00 pm
Lunch	1:00 – 2:00 pm
Student Presentations	2:00 – 4:00 pm

Day 10: Friday, August 12, 2021

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