AFA 2380-001: HISTORY AND THEORY OF GENOCIDE
Spring 2013. T.R.: 2:00-3:15pm. BSN 2205.

Course: General Education. Type: Class Lecture [and Discussion]
Core Area: Human and Cultural Diversity in a Global Context
Dimensions: (1). Human and Cultural Diversity. (2). Ethical Perspectives

Dr. Edward Kissi.
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Course Materials:
Book [ Available for purchase at the USF Bookstore].


Articles [Available on BlackBoard]


9. Edward Kissi, “The Holocaust as a Guidepost for Genocide Detection and Prevention in
* Other useful articles on the history and theory of genocide can also be found in past and current issues of the following journals:

Journal of Genocide Research; Holocaust and Genocide Studies; Genocide Studies and Prevention.

Course Description

This course looks at how the concept of “genocide” was initially formulated by Raphael Lemkin and later codified into a legal theory by the United Nations (Convention on the Prevention and Punishment of the Crime of Genocide, 9 December 1948). It will examine the criticisms that some social scientists have leveled against the law, specifically, and the concept of genocide, generally. We will analyze the efforts of these scholars to redefine “genocide” and then apply both the legal and social science theories of genocide to some of the "accepted" and "contested" historical cases of “genocide.” These case studies will include the Holocaust, in Europe (1939-45); the annihilation of Rwanda’s Tutsis, in Africa (1994), and the destruction of particular groups of people in Cambodia, in Asia, by the Pol Pot regime (1975-79)---- accepted by many scholars as the classical examples of genocide.” These cases will also examine some of the cases of mass killing over which scholarly opinions differ regarding their nature as “genocide.” These include the killing of Native Americans and Americans of African descent in colonial and racial violence in the United States. We will identify and analyze the similarities and differences in these accepted and contested cases. We will conclude the course by reflecting on why genocide happens; whether it can be prevented or even eradicated from human society or not, in the light of the patterns of violence detected in the historical cases studied in this course, and what preventive measures may be possible or even practical in our 21st Century world.

Course Objectives:

1. Students will learn about the concept of genocide and the role that racism and other forms of prejudice play in the origins of genocide.

2. Students will understand that differences in the physical appearance of peoples and their ways of life are natural aspects of humanity.

3. Students will compare the similarities and differences between the Holocaust and other genocides that have occurred in other parts of the world since the attempted extermination of European Jews by the Nazi regime between 1933 and 1945.

4. Students will demonstrate, through written papers and class discussions, an understanding of the effects of human behaviour that produce genocide and learn about how to respect other human beings and their ways of life in a diverse world.
Student Outcomes:

Students who complete the requirements of this course successfully will:

1. learn about how and why deliberate destruction of human life happen in a civilized and modern world.

2. understand why it is unhelpful to view all mass murders as genocide, but to draw distinctions between them on the bases of their intent, nature and outcome.

3. appreciate the diversity of human groups and the complexity of cultures in human society.

4. appreciate the contributions that the study of genocide can make toward the improvement of the human condition.

THERE WILL BE VERY LIMITED FORMAL LECTURES IN THIS COURSE. STUDENTS SHOULD COME TO CLASS ADEQUATELY PREPARED NOT SOLELY FOR LECTURES BUT VIGOROUS CLASS DISCUSSIONS OF TOPICS AND QUESTIONS OUTLINED IN THIS SYLLABUS. STUDENTS SHOULD READ BEYOND THE REQUIRED COURSE MATERIALS.

Grading Scale
90-100 = A
80-89 = B+
70-79 = B
60-69 = C
50-59 = D
0-49  = F

Grades To Be Determined As Follows:

First Essay [Due Feb. 14] ..................20%
In-class Multiple-choice test [Mar.26].....25%
In-class Short-essay test [April 16].......15%
Participation in Class Discussions........10%
Final Exam..................................30%

THINGS TO NOTE:

(1). GRADES: I will adopt a simple point system in determining final grades. Only numerical grades or marks shall be assigned to class tests and other essays. Letter grades would be assigned to your overall performance in the course ONLY after the final examination papers have been marked. Your final letter grade would be determined by a simple addition of all the numerical marks or points you obtained on each class assignment. Your total numerical marks [90 or 49], on class assignments and the final examination,
would then be checked against the corresponding letter grade or grade range in this course outline to determine your letter grade in the course. If you have any problem in understanding the grading system for this course, please talk to me at anytime.

(2). All examinations will test the extent of students’ understanding of both lectures and required course materials. The Professor expects students who want very good grades in the course to demonstrate ability to communicate persuasive ideas in clear and coherent language both in class discussions and in written essays. **PLEASE SEE THE ATTACHED GRADING RUBRIC FOR THIS COURSE.**

(3). Take-home assignments are due on the dates specified so that the professor can mark and return your work quickly with the necessary feedback. If you are unable to complete an assignment on schedule, be prepared to turn in what you have accomplished or accept a zero point or mark. **There will be no make-up exams. The Professor will also not accept any requests and/or pleas for grade change, or extra work to improve a grade, after final grades in the course have been submitted, through OASIS, to the Registrar’s Office.**

(4). Class attendance is mandatory. I will check the class roll periodically for lateness and absences. If you are late to class or absent thrice in the semester without any written explanation, your final grade in the course would be reduced.

(5). “I” Grade [Incomplete Grade]: In the event that some unforeseen circumstances prevent a student from taking a class test or submitting the final research essay, Professor may consider giving that student an “I” grade. Two key criteria will guide that consideration. One, the student should provide compelling evidence of the circumstances that prevented him or her from completing and submitting the paper or completing course work. Two, “I” grade will be awarded when the student requesting it has already completed a substantial portion of course work and assignments and earning a grade of “C” or higher at the time of the request. Students requesting “I” grades must contact the Registrar’s or the Undergraduate Studies Office to seek more information about USF’s requirements for obtaining an Incomplete Grade.

(6). PARTICIPATION GRADE:

This course is organized around formal lectures and in-class discussions. Students should come to class ready and prepared to participate in class discussions. Shyness or lack of preparedness will not be an excuse for non-participation. **Participation grades will be awarded on the bases of frequency of participation in discussions and quality of ideas offered.**

(7) RELIGIOUS HOLIDAYS: Students who expect to be absent from class due to the observance of a religious holiday must give a written notice of the days and dates to the instructor by the second class meeting.

(8) STUDENTS WITH DISABILITIES: “Students in need of academic accommodations for a disability may consult with the Office of Students with Disabilities Services to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting
an accommodation.”

(9) PLAGIARISM AND ACADEMIC DISHONESTY: Plagiarism occurs when an author borrows or lifts the published work of others or uses the exact words of another author without acknowledging through quotation marks; in-text citations or footnotes, that the author has used other people’s works or words. Plagiarism comes in many forms. They include cutting and pasting small or large chunks of other people’s written work from the internet or other sources into one’s work or essays without the necessary acknowledgement of the source or sources of that information. Please note that the “University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit students’ assignments to be checked for plagiarism.” Instructor reserves “the right to submit written assignments to this detention system. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.” (See http://www.ugs.usf.edu/ugc/syllabus.htm). Students engaging in these forms of cheating should expect an automatic FF grade in the course.

(10) TAPING OF CLASS LECTURES: Students in this course should develop their own methods of taking notes in class. No student is permitted to record, by tape or any other method, any lecture without the consent of the Instructor. Furthermore, no student is permitted to record any class discussion or debate without the expressed (oral) consent of more than 50% of the students in the class. Permitted taped lectures or class discussions are not to be sold or distributed for broadcast.

(11). EMERGENCIES:

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor Blackboard site for each class for specific communications, and the main USF, College and department websites, emails and MoBull messages for important general information.

(12). Course Schedule and Required Reading Assignments:

The professor is aware that this is not the only course you are taking at USF. However, to do well in this particular course, you will need to read all required course materials. The articles, book chapters or pages that appear under the list of topics are the “required reading.” They are the places where students can find information and other ideas about the topics. Students are encouraged to read all the required readings on topics or some of them in order to be able to follow the professor’s lectures on a particular topic and participate actively in class discussions on those topics. Every student should have completed the required readings before class and class discussions on a topic. As you read, look for information or take notes on ideas that are relevant to the topic under discussion. Send an e-mail to the professor or call him by phone to lodge any complaint you have about the course, seek clarification on a lecture in class or difficult issues in the assigned
readings and other course materials.

Course Schedule and Required Reading Assignments:

**Jan. 8: FIRST DAY OF CLASS: Explaining Course and Course Objectives.**


To be followed (if time permits) by class discussion on what students learned from the film, and on the following question:

*What is genocide, and why should the study of it form part of our education?*

NOTE: If we do not have enough time to discuss this question, we will deal with it in the course of the semester.

**Jan. 15, 17:** WHAT IS GENOCIDE?: RAPHAEL LEMKIN AND THE ORIGINS OF A CONCEPT OF GENOCIDE.

[Lecture and class discussions explore the origin of the word “genocide”; how it was initially formulated as a moral concept].

**Required reading:**
McDonnell and Moses, “Raphael Lemkin as a historian of genocide in the Americas.”
Kissi, “Genocide.”
Curthoys and Docker, “Defining Genocide.”

**Jan. 22, 24:** TRANSFORMING LEMKIN’S IDEA INTO AN INTERNATIONAL LEGAL CONVENTION: THE LAW OF GENOCIDE AND ITS CRITICS.

[Lecture or class discussions examine how Lemkin’s idea of genocide was developed into an international legal theory of genocide after World War II; the terms of the new law of genocide and their implications for creating a new post-war world order].

**Required reading:**
McDonnell and Moses, “Raphael Lemkin as a historian of genocide in the Americas.”
Kissi, “Genocide.”
Curthoys and Docker, “Defining Genocide.”
Gellately and Kiernan, Ch. 1.
Jan. 29: VISIT TO THE USF-TAMPA CAMPUS LIBRARY.

[USF Librarians will show and discuss with class the resources available at USF for coursework and research on Holocaust and Genocide Studies].

Jan. 31, Feb. 5: RETHINKING THE LEGAL THEORY OF GENOCIDE: SCHOLARS AND THEIR VIEWS ON GENOCIDE AND ITS CAUSES.

[Lecture and discussions explore the academic debate over the UN Genocide Convention of 1948; the alternative definitions of genocide that some scholars have offered, and the contributions they have made towards the study of genocide by looking at the situations or factors in human societies that often produce genocide or “genocidal conditions.”]

**Required reading:**
Jonassohn, “What is Genocide?”
Kissi, “Genocide.”
Curthoys and Docker, “Defining Genocide.”
Gellately and Kiernan, Chs. 2-5.


[Lecture and discussions examine the destruction of indigenous populations and other groups of people in the history of nation and empire-building. Emphasis is placed on the “Native American” and “African American” experiences in the United States, in the context of the legal and some academic theories of genocide].

**Required reading:**
McDonnell and Moses, “Raphael Lemkin as a historian of genocide in the Americas.”
Jonassohn, “What is Genocide?”
Kissi, “Genocide” (especially, p.672).
Gellately and Kiernan, Chs. 4, 6, 7.
Curthoys and Docker, “Defining Genocide.”

**NOTE:** Students should do independent reading and research, beyond the assigned readings, to obtain more information and ideas on the topic.

**FIRST CLASS ESSAY [20%]. DUE IN CLASS ON FEB. 14.**
A THREE-PAGE, DOUBLE-SPACED (Times Roman 12 point font) WELL-WRITTEN ESSAY ON ONE OF THE FOLLOWING QUESTIONS. Choose ONLY ONE question.

1. Is a precise or universally-accepted definition of genocide necessary for identifying and preventing genocide?
2. Identify and discuss THREE major factors in human society that can cause genocide and what every society should do to prevent those factors from becoming possible contexts of genocide.

GIVE PRINTED AND STAPLED HARD COPY OF YOUR ESSAY TO THE PROFESSOR IN CLASS ON THE DUE DATE. UNDER NO CIRCUMSTANCES SHOULD ANY STUDENT SEND HIS OR HER PAPER TO THE PROFESSOR BY E-MAIL. PLEASE CONSULT THE ATTACHED GRADING RUBRIC AS YOU WORK ON YOUR ESSAYS.

Feb. 14: Taped lecture by Dr. Ben Madley on the debate, among scholars, over the historical experiences of indigenous people, and enslaved groups in North America, as examples of “genocide.”

Feb. 19: CLASS DISCUSSION.

**Question:** Why do some scholars who study genocide hesitate to characterize the experiences of Native Americans and African Americans in American history as “genocide”, and which specific evidence pointing to genocide against these groups do the scholars often ignore?

Feb. 21, 26, 28: GENOCIDE IN EUROPE: THE HOLOCAUST [1939-1945].

[Lecture and class discussions will focus on the debate among scholars over (a) the “definition” of the Holocaust (b) origins of the Holocaust (c) what makes the Holocaust a “unique” case of genocide (d) lessons and legacies of the Holocaust].

**Required reading:**
Gellately and Kiernan, Chs. 7, 11.
Niewyk, “The Holocaust: Jews, Gypsies and the Handicapped.”

**NOTE:** Students should do independent reading and research, beyond the assigned readings, to obtain more information and ideas on the Holocaust.


[Lecture and class discussions focus on the following questions:

1. *Did Cambodia experience a “genocide”, and what kind?*

2. *Were there any social, historical and economic factors that led to the targeting of particular groups for annihilation by the Khmer Rouge?*
3. Are there any striking similarities and differences between the Holocaust; what happened to Native Americans and African Americans in the United States, and what took place in Cambodia under the Khmer Rouge?

**Required reading:**
Gellately and Kiernan, Ch. 14.
Hinton, “Introduction: In the Shadow of Genocide.”

**NOTE: Students should do independent reading and research, beyond the assigned readings, to obtain more information and ideas on the genocide in Cambodia.**

**USF SPRING BREAK: MARCH 11-16.**

**Mar. 21: CLASS DISCUSSION.**

There will be a general class discussion on all topics covered in the class for students to prepare themselves for the upcoming Multiple-choice test. Professor will review examples of his multiple-choice questions with the class.

**Mar. 26: IN-CLASS MULTIPLE-CHOICE TEST** [25%]

There will be TWENTY-FIVE multiple-choice questions on this test to be taken during class period. Each question is worth one point. The questions will be drawn from the topics covered in class up to the test date.

**Mar.28, Apr. 2, 4: GENOCIDE IN AFRICA: THE CASE OF RWANDA (1994).**

[Lecture and class discussions examine the following:

(a) origins of genocide in the Central African country of Rwanda,
(b) any warning signs of an impending genocide in Rwanda before 1994, and
(c) notable similarities and differences in what took place in Rwanda and Cambodia.]

**Required reading:**
Gellately and Kiernan, Ch. 15.

**NOTE: Students should do independent reading and research, beyond the assigned readings, to obtain additional information on the genocide in Rwanda.**
Apr. 9, 11: THINKING ABOUT GENOCIDE FROM A COMPARATIVE PERSPECTIVE

[Lecture and class discussions examine the following:

(a) What are the common and different characteristics of the historical cases of genocide we have studied in this course?
(b) Can the comparative study of genocide contribute to the prevention of genocide?]

**Required reading:**
Gellately and Kiernan, Chs. 2, 18.

**NOTE:** Students should do independent reading and research, beyond the assigned readings, to obtain additional information on the comparative study of genocide.

**Suggested reading:**


APR. 16: IN-CLASS ESSAY-TYPE TEST [15%]

There will be THREE questions each carrying FIVE points or marks that will require essay-type answers on this in-class test. NOTE THAT YOU WILL NOT BE GIVEN THE TEST QUESTIONS AHEAD OF TIME. The test is intended to find out how well students have read the textbooks, understood lectures and other course materials and are able to identify and use relevant information to formulate clear, coherent and thoughtful responses to questions.

PLEASE CONSULT THE ATTACHED GRADING RUBRIC.

**SAMPLE QUESTION:** Identify and analyse THREE key differences in the causes of the state-organized killing of groups that took place in Nazi Germany and in Cambodia under the Khmer Rouge.

Apr. 18, 23: CAN GENOCIDE BE PREVENTED OR ERADICATED FROM THE WORLD?: A LOOK AT SOME GENOCIDE-PREVENTION POLICY PROPOSALS.

[Class discussions examine the following questions, and others that students may suggest:

1. Can there be “a world without genocide”?

2. How can such a world or a global environment free of genocide be created in the 21st Century? Can Genocide Education help?*
**Required reading:**
Hamilton, “The Responsibility to Protect.”
Kissi, “The Holocaust as a Guidepost….”

**NOTE:** Students should do independent reading and research, beyond the assigned readings, to obtain additional information on genocide-prevention policies, doctrines and practices.

**Suggested reading:**

Apr. 25: CLASS DISCUSSION ON LESSONS LEARNED FROM THE COURSE. The class discussions should prepare students adequately for the final class test.

**FINAL CLASS TEST (Date to be announced).**

**MULTIPLE-CHOICE TEST [30%].**

There will be THIRTY multiple-choice questions on this test. Each question is worth one point. The questions will be drawn from the topics covered throughout the semester. This test represents the final examination in this course.
History and Theory of Genocide  
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Grading Rubric  
for tests requiring essay-type answers.

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<th>Grade</th>
<th>Description</th>
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| A     | • Answer shows a thorough understanding of the question asked.  
       • Relevant facts or evidence are provided in response to the question.  
       • Student interprets the facts or uses the evidence to construct persuasive arguments that adequately answer the question.  
       • Student has excellent to outstanding writing skills and uses those skills in impressive ways to answer the question. |
| B+    | • Answer shows student understood the question.  
       • But the answer provided contains very good facts or evidence that are not properly used or interpreted to answer the question.  
       • Student writes well; identifies very good facts, but does not provide clear, coherent and persuasive arguments. |
| B     | • Answer shows partial understanding of question.  
       • Answer has some good facts or evidence, but other facts that have no bearing on the question are introduced.  
       • Student makes a good effort to use some of the evidence to construct satisfactory, but not clear, coherent or persuasive arguments that address the question.  
       • Student’s writing skills need improvement. |
| C     | • Answer shows weak understanding of the question.  
       • Facts introduced are not relevant to the question.  
       • Student fails to use the facts to formulate a satisfactory response to the question.  
       • Student’s writing skills are poor, thus making the argument offered unclear and, in some parts, incoherent. |
| D     | • Answer does not indicate that the student understood the question before answering it.  
       • Student does not appear to have attended lectures, carefully taken or read notes, or even read and understood the textbooks.  
       • No facts relating to the question exist in the answer provided.  
       • Very poor writing skills and extremely weak arguments offered in response to question. |
| F     | • Answer does not indicate that the student understood the question before answering it.  
       • Student does not appear to have attended lectures, carefully taken or read notes, or even read and understood the textbooks.  
       • No facts relating to the question exist in the answer provided.  
       • Very poor writing skills and extremely weak arguments offered in response to question. |