

## HRTS 2200: Introduction to Genocide Studies

### Course Description:

This course provides students with an introduction to the study of genocide.

In this class, we will take a *critical approach* to understanding genocide, meaning

- we will try to avoid easy moralizing and distancing of genocide;
- we won't take existing legal and political definitions of genocide for granted; and
- we will think about *power* in relation to genocide perpetration and prevention.

Our strategy will be *interdisciplinary*, meaning

- we will explore the ways historians, psychologist, lawyers, political scientists, and others have tried to understand genocide; and
- we will reflect on what and how we can know about genocide as a human experience.

This course aspires to be *practical* and *applied*, meaning

- this course fundamentally *anti-genocidal* in its purpose, and
- students will have the opportunity to contribute to and/or develop practical efforts commemorate, advocate against, or prevent the perpetration of genocide.

### Learning Outcomes

Aligned with the critical, interdisciplinary, and integrative grounding of the course, the objectives for student learning encompass areas of *knowledge*, *skills*, and *values*. They include:

- Students will demonstrate knowledge and understanding of how and why particular genocides have occurred, with reference to the key historical, political, and social contexts.
- Students will analyze social and psychological factors that enable or constrain genocide.
- Students will apply their knowledge to the world outside the classroom to identify contemporary impacts or risks of genocide.
- Students will apply their knowledge to the world outside the classroom to commemorate, advocate against, or prevent the perpetration of genocide.
- Students will develop empathy for victims or targets of genocide.
- Students will foster the respect for diversity, common humanity, and justice.

### Course Activities

To facilitate these outcomes, students will engage in a variety of activities and assignments.

These will serve as a basis for evaluation and, ultimately, your grade.

- |                        |     |
|------------------------|-----|
| - Reflection Journals  | 10% |
| - Genocide Concept Map | 10% |
| - Individual Essays    | 25% |
| - Dialogues            | 25% |
| - Action Project       | 30% |

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### *Reflection Journals*

During the course, you will complete three personal journal entries through the HuskyCT course site. In response to specific prompts I provide, these entries are designed to foster reflection on your personal experiences and perspectives, in the context of the course materials and activities. They will also give me some insights into how each of you are processing and integrating the class. You will be evaluated by me, based on your completion of these journals.

### *Genocide Concept Map*

Over the course of the semester, you will work together in a group to develop a map of the concept of “genocide.” Your first draft will be created in class early in the semester, and you will have the opportunity revise and extend your map twice more. The maps are designed to help you work through the complex ideas, dynamics, and approaches in conversation with your classmates, and to allow me to “see” how your thinking about the topic is evolving over time. You will be evaluated by me, yourself and your peers, based on participation and completion of the concept maps.

### *Individual Essays*

You will write two analytic essays, based on the course materials.

- Individual Essay #1 is due Week 8 and answers the question: “Why should we learn about genocide?”
- Individual Essay #2 is due Week 15 and answers the question: “Is ‘Never Again’ possible? Why or why not?”

Papers should be 500-750 words in length, not including references. These essays are designed for you to demonstrate your engagement with the course materials and your critical thinking and writing skills. You will be evaluated by me, based on your effective and accurate presentation of course material in support of your argument, as well as the overall clarity and organization of your essays.

### *Dialogues*

Four times during the semester, you will participate in structured dialogues to collectively reflect, discuss, and make decisions regarding key issues about genocide. During the dialogue sessions, you will work in small groups to consider and respond to specific prompts. Each dialogue will be a different format, but all are designed to facilitate deeper engagement with the course materials and learning through different perspectives. You will be evaluated by me, yourself, and your peers based on your participation and contribution.

### *Action Project*

Over the course of the semester, you will work in groups to complete an Action Project. These projects are designed to allow you to apply your knowledge and understanding of the problem of genocide in a way that contributes to commemoration, documentation, advocacy, or education about genocide. This assignment will be introduced during Week 3, and final weeks of the semester will be dedicated to designing, completing, and presenting your projects. You will be evaluated by me, yourself, and your peers based on completion of the various components of the project.

**Course Materials**

All materials and resources for the course will be made accessible through the HuskyCT course site. Check the course outline below for when to complete readings and other assignments.

**COURSE OUTLINE**

WEEK	FOCUS	ACTIVITIES
1	<p><b>Introductions and Community Building</b></p> <p>This week we will ask the questions: Why do we learn about genocide? How do we learn about genocide? We will also build connections to each other through story and set our intentions and goals for the semester.</p>	<p><u>In Class:</u></p> <ol style="list-style-type: none"> <li>1. Welcome and Grounding</li> <li>2. STORY EXCHANGE</li> <li>3. Journal: Personal Intentions/Goals</li> </ol>
2	<p><b>Genocide and the Problem of Understanding</b></p> <p>This week we will consider the challenge of understanding genocide by confronting one narrative of the genocide in Rwanda. We will use the Encounters dialogue model to explore the limits of knowledge in the face of trauma.</p>	<p><u>Before Class:</u></p> <p>Watch: Testimony of Josephine Murebwayire - Voices of Rwanda  <a href="http://webtv.un.org/watch/player/3450079236001">http://webtv.un.org/watch/player/3450079236001</a></p> <p>Read: "After Such Knowledge," Eva Hoffman</p> <p><u>In Class:</u></p> <ol style="list-style-type: none"> <li>1. Encounters Dialogue</li> </ol>
3	<p><b>Raphael Lemkin and the Word</b></p> <p>This week we examine the origin of the term and international crime of "genocide" in work of Raphael Lemkin. We will consider the relationship between word, concept, and reality.</p>	<p><u>Before Class:</u></p> <ol style="list-style-type: none"> <li>1. Read excerpt from Lemkin, <i>Axis Rule in Occupied Europe</i></li> <li>2. Read Genocide Convention</li> </ol> <p><u>In Class:</u></p> <ol style="list-style-type: none"> <li>1. Concept Mapping</li> <li>2. Lecture: Lemkin &amp; Genocide</li> <li>3. Action Project Introduction</li> </ol>

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	<p><i>Action Project Teams will also be formed this week.</i></p>	
4	<p><b>Genocide from Coast to Coast</b></p> <p>This week we examine two cases of genocide in North America: New England and California. We will study the Pequot War and its aftermath in 17<sup>th</sup> century Connecticut and the campaign against the Modoc in California in the late 19<sup>th</sup> century, and consider the relationship between settler colonialism and genocide.</p>	<p><u>Before Class:</u></p> <ol style="list-style-type: none"> <li>1. Read: Kiernan, “Early New England” and “King Phillips War” in <i>Blood and Soil</i></li> <li>2. Read: Madley, “The Genocide of California’s Yana Indians” in <i>Centuries of Genocide</i></li> </ol> <p><u>In Class:</u></p> <ol style="list-style-type: none"> <li>1. Analyzing the Treaty of Hartford</li> <li>2. Lecture: Settler Colonialism and Genocide</li> <li>3. Watch <i>First Light</i></li> </ol>
5	<p><b>Decolonizing Genocide Memory</b></p> <p>This week we reflect on the legacy of North American genocide and processes of truth telling, reconciliation, and transformation of the colonial relationship. We consider the work of the State of Maine-Wabanaki Truth and Reconciliation Commission.</p> <p>The Akomawt Educational Initiative will lead us through an experiential learning session known as the Blanket Exercise.</p>	<p><u>Before Class:</u></p> <ol style="list-style-type: none"> <li>1. Watch <i>Dawnland</i></li> <li>2. Journal: Apology &amp; Forgiveness</li> </ol> <p><u>In Class:</u></p> <ol style="list-style-type: none"> <li>3. Dialogue on Truth, Reconciliation, and Transformation</li> <li>4. Blanket Exercise with Akomawt Educational Initiative</li> </ol>
6	<p><b>The Holocaust</b></p> <p>This week we return to the paradigm case of genocide: the Holocaust. In particular, we focus on the ideological motives for genocide and the role and psychology of perpetrators. In doing so, we</p>	<p><u>Before Class:</u></p> <ol style="list-style-type: none"> <li>1. Read Browning, “The Nazi Empire” in <i>The Oxford Handbook of Genocide Studies</i></li> </ol> <p><u>In Class:</u></p> <ol style="list-style-type: none"> <li>1. Lecture: Nazi Perpetrators and Genocidal Ideology</li> <li>2. Question Formulation Technique: the Guilt of Eichmann</li> <li>3. Concept Mapping</li> </ol>

	take up the case of Adolf Eichmann.	
7	<p><b>Remembering and Denying Armenia</b></p> <p>This week we remember the Armenian genocide and consider the organized efforts at denial. Through the Encounters dialogue format, we will explore the social, cultural, and political dimensions of memory and denial and consider strategies for securing memory in the contemporary world.</p>	<p><u>Before Class:</u></p> <ol style="list-style-type: none"> <li>1. Read Kaiser, "Genocide at the Twilight of the Ottoman Empire" in <i>The Oxford Handbook of Genocide Studies</i></li> <li>2. Read Cooper and Akcam, "Turks, Armenians, and the 'G-Word,'" in <i>World Policy Journal</i></li> </ol> <p><u>In Class:</u></p> <ol style="list-style-type: none"> <li>1. Encounters Dialogue</li> </ol>
8	<p><b>Cambodia and Autogenocide</b></p> <p>This week we consider the Khmer Rouge's identification, targeting, and elimination of "enemies of the people". In particular, we consider the perspectives of those targeted and the legacy of silence in the aftermath of genocide.</p>	<p><u>Before Class:</u></p> <ol style="list-style-type: none"> <li>1. Read: Seth Mydans, "Out from behind a camera at a Khmer torture house," <i>New York Times</i>, 26 Oct. 2007</li> <li>2. Write: Individual Essay #1 – Why Learn about Genocide?</li> </ol> <p><u>In Class:</u></p> <ol style="list-style-type: none"> <li>1. Lecture: Genocide in Cambodia</li> <li>2. Memory or Forgetting: Exhibit of S-21 Photographs</li> <li>3. Choose and Read 1 Survivor Story from Documentation Center of Cambodia; write a brief response letter to the survivor</li> </ol>
9	<p><b>Guatemala and Seeing Genocide</b></p> <p>This week we will explore the genocide against the indigenous peoples of Guatemala through the lens of filmmaker Pamela Yates. We will also consider how her films and filmmaking influenced efforts to hold perpetrators accountable.</p>	<p><u>Before Class:</u></p> <ol style="list-style-type: none"> <li>1. Watch <i>When the Mountains Tremble</i></li> <li>2. Action Project: Focus &amp; Goal Draft</li> </ol> <p><u>In Class:</u></p> <ol style="list-style-type: none"> <li>1. Watch <i>Granito: How to Nail a Dictator</i></li> <li>2. Explore WITNESS: Video for Change</li> </ol>

<p>10</p>	<p><b>Bosnia and the International Community</b></p> <p>This week we will examine the genocidal ethnic cleansing of Muslims during the Bosnian War, and the various efforts of the “international community” to prevent, stop, and redress the crimes committed during that conflict.</p>	<p><u>Before Class:</u></p> <ol style="list-style-type: none"> <li>1. Read: Walzer, Sabic, Maass, and Brunner in <i>The New Killing Fields: Massacre and the Politics of Intervention</i></li> </ol> <p><u>In Class:</u></p> <ol style="list-style-type: none"> <li>1. Lecture: End of the Cold War and Yugoslavia</li> <li>2. Deliberation: How should the international community respond?</li> <li>3. Action Project: Opportunity Mapping</li> </ol>
<p>11</p>	<p><b>Darfur and Citizen Activism</b></p> <p>This week we will review the case of Darfur, paying particular attention to the role of public advocacy in shaping the response.</p>	<p><u>Before Class:</u></p> <ol style="list-style-type: none"> <li>1. Read: Rebecca Hamilton, “Building the Outcry Rwanda Never Had” in <i>Fighting for Darfur: Public Action and the Struggle to Stop Genocide</i></li> <li>2. Journal: What can citizens do to prevent genocide?</li> <li>3. Action Project: Focus &amp; Goal Revision</li> </ol> <p><u>In Class:</u></p> <ol style="list-style-type: none"> <li>1. Archives: Visit Farrow and Reeves Collections at UConn Archives &amp; Special Collections</li> <li>2. Case Study: Enough Project</li> <li>3. Concept Mapping Revision</li> </ol>
<p>12</p>	<p><b>Action Projects I</b></p> <p>This week we will focus on student action projects. We’ll check out some inspirational models, workshop our projects in class, and present a brief check-in of where we are at and questions we have.</p>	<p><u>Before Class:</u></p> <p>Work on project</p> <p><u>In Class:</u></p> <ol style="list-style-type: none"> <li>1. Inspirational Work:             <ol style="list-style-type: none"> <li>a. Stolpersteine/Witness Stones</li> <li>b. Documentation Center of Cambodia (DC-Cam)</li> </ol> </li> <li>2. Workshop</li> <li>3. Project Check-In</li> </ol>
<p>13</p>	<p><b>Action Projects II</b></p> <p>This week we will continue to focus on student action projects. We’ll check out some inspirational models, workshop our projects in class, and present a brief check-in of</p>	<p><u>Before Class:</u></p> <p>Work on project Project Outline Due</p> <p><u>In Class:</u></p> <ol style="list-style-type: none"> <li>1. Inspirational Work:             <ol style="list-style-type: none"> <li>a. STAND</li> <li>b. AEGIS Trust Peace Education</li> </ol> </li> <li>2. Workshop</li> </ol>

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	where we are at and questions we have.	3. Project Check-In
14	<b>BREAK WEEK</b>	
15	<p><b>Action Projects III</b></p> <p>This week we will continue to focus on student action projects. We'll check out some inspirational models, workshop our projects in class, and present a brief check-in of where we are at and questions we have.</p>	<p><u>Before Class:</u></p> <ol style="list-style-type: none"> <li>1. Work on project</li> <li>2. Write: Individual Essay #2: Is "Never Again" possible?</li> </ol> <p><u>In Class:</u></p> <ol style="list-style-type: none"> <li>1. Workshop</li> <li>2. Workshop</li> <li>3. Project Check-In</li> </ol>
16	<p><b>Finals Week</b> <b>ACTION SHOWCASE</b></p> <p>During finals week, we will schedule a time for our final meeting so that we can share our final projects, reflect on the semester, and enjoy each other's company.</p>	<p><u>Before Class:</u></p> <ol style="list-style-type: none"> <li>1. Complete Project Portfolio</li> </ol> <p><u>In Class:</u></p> <ol style="list-style-type: none"> <li>1. Present Projects</li> <li>2. Reflect on Semester</li> </ol>

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### Additional Relevant Information

**“Grade conversion chart:”** A=93-100, A-=90-92, B+=87-89, B=86-83, B-=82-80, C+=79-77, C+76-73, C-=72-70, D+=69-67, D=66-63; D-=62-60, F<60. Also note that, according to UConn policy, the following grade points per credit shall be assigned to grades: A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, 0.7; F, 0.

**Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships:** *The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. (More information is available at <http://policy.uconn.edu/?p=2884>.)*

**Sexual Assault Reporting Policy:** *To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. (More information is available at <http://sexualviolence.uconn.edu/>.)*

**Academic Integrity Statement:** *This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn’s [guidelines for academic integrity](#).*

**Students with Disabilities** - The [Center for Students with Disabilities\(CSD\)](#) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at [csd@uconn.edu](mailto:csd@uconn.edu). Detailed information regarding the accommodations process is also available on their website at [www.csd.uconn.edu](http://www.csd.uconn.edu).

**Makeup Work for Legitimate Absences** - Note that UConn does not have an attendance policy (except in relation to the final exam); Please consult with me as to when and how to submit late and missed assignments.