

**HIST 456: Genocide in
Comparative Perspective (3 credits)**

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Catalog Description

HIST 456- Genocide in Comparative Perspective (3 credits) A study of genocide as a global phenomenon in comparative perspective. Students examine some of the theoretical and definitional issues that genocide poses and explore case studies chosen by the instructor. In this course, students make historical connections across cultures and understand genocidal violence as a particularly vicious form of state policy and as a human, personal experience of terror and survival. F, S, Su

Course Description

This course takes three 20th century genocides as case studies to examine in comparative perspective. Students will examine the historical roots, immediate causes, execution, and short and long-term effects of state-sponsored violence. To do so, we will refer to both secondary and primary sources which confront not only killers and their victims, but bystanders and survivors. This material is disturbing for many reasons, of course, but it also poses profound historical questions about society, politics, and human behavior for students to consider.

Course Emphasis: Guatemala, Rwanda, Indonesia

Our main focus in this course is on genocide in Guatemala, Rwanda, and Indonesia. In this course you will be engaged in experiential learning exercises over the course of the semester that involves historical role-playing in the Reacting to the Past (RTTP) game “The Needs of Others: Human Rights, International Organizations, and Intervention in Rwanda, 1994”. This pedagogical practice specifically “links practice to theory” and provides students with a “heightened sense of value, relevance and advantage,” in their studies that will translate to their careers and lives after graduation.¹

Student Learning Outcomes

In this course students will:

- Understand the historical context and legacies of genocide for individuals and society in both the short and long term
- Acquire knowledge of the distinctiveness and richness of diverse societies, cultures, and regions over time, and learn to view the world from perspectives other than their own.
- Gain the ability to encounter the subaltern and the unfamiliar with empathy and critical understanding.
- Hone their reading, writing, and oral communication skills
- Develop their ability to think historically, that is, to situate events and developments in historical context for the purpose of critical analysis.

Course Requirements

1. Dan Stone, ed., *The Historiography of Genocide* (New York: Palgrave/MacMillan, 2008) ISBN 978-0-230-27955-1

2. Robert Gellately and Ben Kiernan, eds., *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge: Cambridge University Press, 2003) ISBN: 978-0521-527507

3. Virginia Garrard-Burnett, *Terror in the Land of the Holy Spirit: Guatemala Under General Efraín Ríos Montt* (New York: Oxford University Press, 2011) ISBN: 978-0199844777

¹ See SACSCOC Accreditation for the Quality Enhancement Plan at CCU, stable URL: <https://www.coastal.edu/sacs/qep/>, access date 09/16/2017.

4. All readings assigned on the syllabus that are not part of this book list are available on Moodle and are required, unless otherwise noted.
5. The reading load for this course is consistent with 400-level courses for the History major. You should expect to be reading 100 pages+ per week, so be sure you schedule enough time to read carefully, take notes, and review materials and notes adequately before class.
6. You are responsible for checking your CCU email regularly for course updates.

Grading Policies

1. Late papers are penalized 25% of the total points for each 24 hour period it is late. If there is an extenuating circumstance I must be notified, by email, at least 48 hours *before* the deadline, *and* I must confirm an extension via email by the due date, otherwise, late policies apply.
2. The grades A, B, C, D, and F denote, respectively, A=excellence; B= good performance; C=average performance; D=sub-standard work, and F=failure to perform at an acceptable level.
3. The only extra credit that is available in the course will be during the RTTP game; details will be provided at that time. No other extra credit is offered.

Grading Scale

A	900-1000 points	C	700-784 points
B+	885-899 points	D+	685-699 points
B	800-884 points	D	600-684 points
C+	785-799 points	F	below 600

Grade Breakdown

Participation	100 points
Moodle Content Quizzes (3@50 pts)	150 points
Reading Exercises (6@25 pts)	150 points
Reacting to the Past (RTTP) Work	250 points
Comparative Essay on Genocide	200 points
<u>Open Mind Essays (2@75 pts)</u>	<u>150 points</u>
Course Total	1,000 points

Graded Work

1. Participation (100 points)

Your participation in the course for Modules 1, 2, 4 and 5 (RTTP Game—Module 3 is graded separately) requires that you apply critical thinking to the assigned reading. A key to your success in this course that you come to class prepared to discuss what you learned from the readings and bring comments and questions to class.

2. Moodle Content Quizzes (3@ 50 points each= 150 points)

You will take three multiple-choice quizzes online on the background history on Module 2—Guatemala, Module 3—Rwanda, and Module 4—Indonesia. These quizzes should be taken after you have completed the reading, but they are due *before* we discuss these background history readings in class. The quizzes test your knowledge of the basic details (i.e., chronology, key names, dates, places, etc.) of the history of genocides in these countries. There is a time limit for each quiz (see the quiz page on Moodle) and you are allowed to take the quiz twice. I take the average of both quizzes. No make-ups are permitted.

3. Reading Exercises (6@25 points each=150 points)

These exercises are designed to help you learn how to read academic texts and journal articles for history. The exercises may take the form of a quiz, a partner exercise, or a short reflection. They may take place at the beginning or the end of class. Your responsibility is to be prepared to discuss the readings by coming to class ready to answer the questions listed below; the exercises will be drawn from those questions. I will not announce when there will be a reading exercise, or on which particular reading it will be. Normally, I will not allow you to use notes or refer to the readings during the exercises.

- There will be 8 exercises given. I will drop the two lowest scores and count 6.
- When a majority of the students have shown they are consistently prepared to discuss the reading by showing a solid level of preparation, then, I may elect to announce when and on what readings I will run an exercise.
- You will find that rather than copying phrases from the reading in your notes, if you learn to paraphrase—put the core ideas in to your own words—you will better understand and retain the main ideas of the author.

Questions for Reading Quizzes on secondary sources

- 1.) Briefly explain 2 key concepts you learned from this reading.
- 2.) In three sentences or less, what is the author's main argument?
- 3.) What types of evidence does the author use to support their argument? How are they used?
- 4.) Does the author make a compelling argument? Why or why not?
- 5.) What is one important conclusion the author makes from their research?

4. Reacting to the Past (RTTP) Assignments (250 points)

Participation (100 points)

Your participation in every session of game play is critical. Even if you are not listed to be presenting on a particular day, you should be engaged in active listening and in reading prepared speeches in the Moodle discussion forum. Your victory objectives in the game are determined by the quality of your participation. The more informed you are about the topic at hand, the better performance you will give. You will write a short reflection essay/worksheet at the end of game play that will count towards your participation grade.

Written Assignments (2@75 points each=150 points)

Every character in the game has two written assignments. Most of these are in the form of speeches that are given at the U.N. National Security Council meeting, but some will be writing for media outlets or non-governmental organizations (NGOs). We will discuss the details of these assignments in the days of prep before game play begins, but each written assignment must be written in character and written according to instructions provided in your role sheet, unless I have indicated otherwise.

Before you give your speech at the U.N., you must circulate a draft of your ideas on the Moodle discussion forum by 12:00 midnight the day before you are scheduled to present. This is to allow other players a chance to see your proposals and prepare their questions. The formal, polished version of your speech is due 1 day after you present. This gives you time to review and revise your work, but it should not vary substantially from the speech in the game. If you do not pre-circulate your paper by the deadline, you automatically lose 15 points.

5. Comparative Essay (200 points)

You will write a 10 page paper (excluding Bibliography or title page) on the comparative history of genocide by using two case studies, one from Guatemala, Rwanda, or Indonesia, and another case of your choosing. Use the essays from your books as secondary sources to help you make your decision. Your essay should focus on one aspect of the theories and concepts of genocide that we study in the course, but

Module 1 and Module 5 will likely be the most useful for you in developing a lens of analysis. Examples could be: gendered violence; role of propaganda; collective memory and narrativity; military training and methods; political targets of genocide; use of tribunals and/or truth commissions; role of the U.N.; questions about “ethnic cleansing vs. genocide, etc. You must receive approval of your topic no later than Oct. 1st or I will assign a topic for you.

You will be required to meet with me in late September to discuss your paper. At that meeting you should have an idea of the 2 countries you will study and should have already located several secondary sources on the second country of study that is not being covered in the course. Use your books for bibliographic sources; they will be very helpful. You will receive specific instructions on this paper in the first week of class. Note: this is not a primary-source based research paper, though you will find primary sources, such as testimonies and truth commission documents, quite valuable to your research. Note: Late papers will penalized 50 points for each 24 hours period it is late. No papers accepted after 48 hours.

6. *Open Mind Essays* (2@75 points=150 points total)

This is not a formal essay, but the “open mind” essay is designed for you to think through the process of evaluating and analyzing the readings you have done for that module. They should be: well-organized and written clearly; free of grammar and spelling errors; demonstrate the connections across the arguments and sources you have read; and be creative.

You may choose to write your Open Mind Essay on any two of the genocide cases we cover in the course. There will be a set of guidelines posted to Moodle for these papers, but generally in these 4-5 page essays you should demonstrate a good understanding of as many readings and visual/audio materials as possible, making connections across these sources. Note:

Course Policies

1. *Students Requiring Accommodations*

- Coastal Carolina University is committed to equitable access and inclusion of individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Individuals seeking reasonable accommodations should contact Accessibility & Disability Services <https://www.coastal.edu/disabilityservices/> or their office at 843-349-2503.
- You need to meet with me in my office hours (not after class), or at another convenient time, so we are both clear on the accommodations that will be provided. I only provide accommodations after I have received paperwork and we have discussed it. If you require accommodations for testing, you must make those arrangements and let me know at least 48 hours in advance of where and when you plan to take your exam. No recording devices of any kind are permitted to be used in our class.

2. *Academic Integrity*

- The Code of Student Conduct contains an Honor Pledge (Section II. C) that states, “the University expects the highest standards of honesty, integrity, and personal responsibility,” and concludes that, “from this day forward, my (typed for online courses) signature on any University document, including tests, papers, and other work submitted for a grade is a confirmation of this honor pledge.” Please refer to this document on our Moodle page.
- By enrolling in this course, each student assumes the responsibilities of an active participant in the Coastal Carolina University’s scholarly community in which everyone’s academic work and behavior are held to the highest standards of honesty.

- Academic misconduct could result in disciplinary action that may include, but is not limited to: earning a zero on an exam or assignment, receiving a grade of F in the class (this is typically my policy), and/or suspension from the university.

3. Attendance

- Enrollment in a course obligates the student not only to prompt completion of all work assigned, but also to punctual and regular attendance, and to participation in whatever class discussion may occur. It is the student's responsibility to stay informed of all assignments, due dates and exams. Absences, whether excused or unexcused, do not absolve the student from this responsibility.
- If you have 6 or more unexcused absences, you will receive an F in the course, regardless of the work you have completed.

The following are considered to be valid circumstances for student absence. I require proper documentation for any of these circumstances:

- Incapacitating illness or condition – limited to the number of absences that a faculty member determines to be a balance between accommodating the illness/condition and ensuring sufficient participation in class activities.
- Accommodation for a disability, working in conjunction with Accessibility and Disability Services.
- Official representation of the University (excuses for official representation of the University should be obtained from the official supervising the activity)
- Death of a close relative.
- Religious holidays (A list of primary sacred times for world religions can be found online at <http://www.interfaith-calendar.org>.)
- Active military duty or assignment.
- Official University closings.
- Compliance with a subpoena.
- Absences excused under Title IX of the Education Amendments of 1972: Please see UNIV-TIX 469 Pregnancy or Parenting Students.

Absences, excused or unexcused, do not absolve students from the responsibility of completing all assigned work promptly. Students who miss assignments, announced quizzes or other coursework due to excused absences will be allowed to make up the work within 2 scheduled class days. It will be the responsibility of the student to contact the instructor and make arrangements at the convenience of the instructor. The instructor is not obligated to allow a student to make up work missed due to an unexcused absence.

4. Moodle Grades

- You are responsible for monitoring your grades via Moodle
- Once an assignment is handed back to you, you have one week to discuss the grade and any concerns you have. After one week, I will assume that you do not have any questions about my feedback or your grade.
- I cannot provide information about your grade via email; you need to speak with me in my office to discuss such confidential information.

5. Class Etiquette: Punctuality

- I understand when occasional delays occur (unusual work commitments, car problems, etc.), but habitual lateness is not acceptable; make it a point to be on time for this class.

- If you are late three times, you lose 5 participation points, and every time thereafter. The same holds true for leaving early.

6. Class Etiquette: Classroom Behavior

- My goal is to create a classroom where you engage in civil discourse and help each other out when you see someone struggling in class.
- With that said, we should not tolerate offensive language, aggressive or threatening behavior, and/or behavior that is preventing other students from learning. If that occurs I will ask you to leave the class or take a few minutes to gather yourself outside and return with a better perspective.
- If you need to speak with me, come to my office hours, contact me via email, or wait to speak to me after class (briefly). I typically respond the same day if you send me an email. Try to avoid asking questions before class begins as I am usually busy setting things up and will not have time to address your concerns.
- ***This course deals with particularly sensitive material that may prove especially difficult to study for those who have themselves been victims of emotional or physical abuse, or related trauma. If at any time you find that you are overwhelmed or need psychological space to process what we are talking about, feel free to step out of class. This applies to everyone in the class, regardless of your personal history.

7. Food and Housing Insecurity Statement

- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students Office in Indigo Hall, 843-349-4161.
- Furthermore, please notify me if you are comfortable in doing so. This will enable me to assist you with finding the resources you may need.

8. Class Cancellations

- If I need to cancel class, you will be notified via email as soon as possible
- When campus is closed due to inclement weather, we will not have class. I will contact you via email with changes to our course schedule
- Stay informed about campus closings with CCU alerts for instructions and updates on closings and re-openings

Course Schedule

Any reading with an **(M)** indicates that it can be found on Moodle on under “Assigned Reading”
 *The instructor reserves the right to change the syllabus if deemed necessary; students will be notified when these changes are made

MODULE 1: Introduction to Key Concepts and Theories

M/Aug. 20th: Introduction to the course

READ:

1. **(M)** Kennedy, “Redefining Genocide Education” (sent via email and on Moodle)

W/ Aug. 22nd: Defining Genocide

READ:

1. Stone, "Introduction," in *The Historiography of Genocide*, 1-6.
2. Curthoys and Docker, "Defining Genocide," in *The Historiography of Genocide*, 9-41.
3. Moshman, "Conceptions of Genocide and Perceptions of History," in *The Historiography of Genocide*, 71-92.
4. (M) Raphael Lemkin, "Genocide: A Modern Crime," in *The Genocide Studies Reader*, 6-11

M/Aug. 27th: Key Concepts and Problems in Studying Genocide

READ:

1. Gellately and Kiernan, "The Study of Mass Murder and Genocide," in *The Specter of Genocide: Mass Murder in Historical Perspective*, 3-26.
2. Weiss-Wendt, "Problems in Comparative Genocide Scholarship," in *The Historiography of Genocide*, 42-70

W/Aug. 29th: Genocide of Indigenous Peoples

READ:

1. Cave, "Genocide in the Americas", in *The Historiography of Genocide*, 273-295
2. Hitchcock and Kaparski, "Genocides of Indigenous Peoples," in *The Historiography of Genocide*, 577-617

M/Sept. 3rd: Genocide and Modernity [No Class Meeting Today]

READ:

1. Moses, "Genocide and Modernity," in *The Historiography of Genocide*, 156-193.
- *To be discussed on Wednesday

W/Sept. 5th: Genocide and Modernity

READ:

1. Weitz, "The Modernity of Genocides: War, Race and Revolution in the Twentieth Century," in *The Specter of Genocide: Mass Murder in Historical Perspective*, 53-73.
2. Jones, "Gender and Genocide," in *The Historiography of Genocide*, 228-252.

MODULE 2: Case Study--Guatemala

M/Sept. 10th: Brief Survey of Guatemalan History

READ:

1. (M) selections from *The Guatemalan Reader*

W/Sept. 12th: Understanding the Roots of *La Violencia*

READ:

1. Garrard-Burnett, *Terror in the Land of the Holy Spirit*, Introduction, Ch. 1 and Ch. 2

M/Sept. 17th: Methods of Terror in Guatemala

READ:

1. Garrard-Burnett, *Terror in the Land of the Holy Spirit*, Ch. 3 and Ch. 4

QUIZ:

1. Moodle quiz on today's readings due by 2:00PM

W/Sept. 19th: Mass Murder, the Religious Question, and US Foreign Policy in Guatemala

READ:

1. Garrard-Burnett, *Terror in the Land of the Holy Spirit*, Ch. 5, Ch. 6 and Epilogue

M/Sept. 24th: Impact and Legacies of *La Violencia*

READ/VIEW:

1. (M) audio clip
2. (M) review at least 3 websites or news items from the folder marked "Recent Events in Guatemala"

W/Sept. 26th: Assessing Causes of Genocide in Guatemala

REVIEW:

1. List of Questions about *Terror in the Land of the Holy Spirit* on Moodle
2. Be prepared to answer several of these questions for an in-class Reading Quiz

M/Oct. 1st: The Meaning of Justice After Genocide in Guatemala

READ:

1. Grandin, "History, Motive, Law, Intent: Combining Historical and Legal Methods of Understanding Guatemala's 1981-1983 Genocide," in *The Specter of Genocide: Mass Murder in Historical Perspective*, 339-352.
2. Sanford, "Yes, There Was Genocide in Guatemala," *Historiography of Genocide*, 543-576.
3. (M) Sanford, Álvarez-Arenas, and Dill, "Sexual Violence as a Weapon During the Guatemalan Genocide," in *Gender Violence in Peace and War: States of Complicity*, 34-46.

W/Oct. 3rd: No Class

DUE:

- 1.) Open Mind Essay on Guatemala due today, via turnitin by 11:00PM (see instructions on Moodle)

M/Oct. 8th: Brief Survey of Rwandan History

READ:

- 1.) Gerard Prunier, *The Rwanda Crisis: History of a Genocide* (Columbia University Press, 1997) selections.

W/Oct. 10th: Survey of Roles and Main Texts of the Game, “The Needs of Others”

READ:

*see reading schedule for game sessions on Moodle

QUIZ:

1. Moodle quiz on today’s readings due by 2:00PM

M/Oct. 15th: “The Needs of Others” Session 1 Game Play

READ:

*see reading schedule for game sessions on Moodle

W/Oct. 17th: “The Needs of Others” Session 2 Game Play

READ:

*see reading schedule for game sessions on Moodle

M/Oct. 22nd: “The Needs of Others” Session 3 Game Play

READ:

*see reading schedule for game sessions on Moodle

W/Oct. 24th: “The Needs of Others” Session 4 Game Play

READ:

*see reading schedule for game sessions on Moodle

M/Oct. 29th: “The Needs of Others” Session 5 Game Play and Post-Mortem

READ:

*see reading schedule for game sessions on Moodle

W/Oct. 31st: Reflecting on Genocide in Rwanda

READ:

1. Melson, “Modern Genocide in Rwanda: Ideology, Revolution, War, and Mass Murder in an African State,” in *The Specter of Genocide: Mass Murder in Historical Perspective*, 325-338
2. Straus, “The Historiography of the Rwandan Genocide,” in *The Historiography of Genocide*, 517-542.

MODULE 4: Case Study—Indonesia

M/Nov. 5th: Brief Survey of the History of Indonesia

READ:

1. (M) Cribb, “Genocide in Indonesia, 1965-1966,” in *Journal of Genocide Research*, 3:2 (2001), 219-239
2. (M) other selections TBA
3. Screening of documentary film #1 this week (date and time TBA) Sign-up sheet in class today

W/Nov. 7th: Defining Genocide and Group Behavior

READ:

1. (M) Melvin, "Mechanics of Mass Murder: A Case for Understanding the Indonesian Killings as Genocide," in *Journal of Genocide Research*, 19:4 (Dec. 2017), 487-511.
2. (M) Pohlman, "Incitement to Genocide Against a Political Group," in *Journal of Multidisciplinary International Studies*, 11:1 (January 2014), 1-23

M/Nov. 12th

READ:

- 1.) (M) Pohlman, "Sexual Violence as Torture: Crimes against Humanity during the 1965–66 Killings in Indonesia," in *Journal of Genocide Research*, 19:4 (Dec. 2017), 574-593.

QUIZ:

1. Moodle quiz on readings due by 2:00PM

W/Nov. 14th: The Aftermath of Terror in Indonesia

READ:

1. (M) Eickoff, van Klinken, and Robinson, "1965 Today: Living with the Indonesian Massacres," in *Journal of Genocide Research*, 19:4 (Dec. 2017), 449-464.
2. Dwyer and Santikarma, "'When the World Turned to Chaos': 1965 and Its Aftermath in Bali, Indonesia," in *The Specter of Genocide: Mass Murder in Historical Perspective*, 289-305.

Thanksgiving Break

MODULE 5: The Role of Memory in Histories of Genocide

M/Nov. 26th: Testimonies and 'Truth': The Challenge for History

READ:

1. (M) various authors, "Engaging Survivors: Assessing 'Testimony' and 'Trauma' as Foundational Concepts," in *Dapim: Studies on the Holocaust* 28:3 (2014), 190-226
- 2.) 1. (M) Roosa, "Victims' Memories and State Histories in Indonesia," *Indonesia* 85 (April 2008), 31-49.

W/Nov. 28th: Witness or Victim? The Problems of Human Rights after Genocide

READ:

2. (M) selections from *Machete Season*.
3. (M) selections from the *Guatemalan Reader*.
3. (M) Hatley, "Stories Restore History, Stories Restore Dignity," from *Truth Will Out: Indonesian Accounts of the 1965 Mass Violence*, read 2-3 testimonies from this site.

M/Dec. 3rd: Final Reflections

- Final discussions and reflections on the course
- **Final Paper is due Monday, Dec. 10th by 11:00AM via turnitin**