

POL2293G
Genocide, Famine, and Other Mass Atrocities
January – April 2022
Class: Tuesdays 11:30-1:30 and Thursdays 11:30-12:30

Professor: Dr. Lindsay Scorgie
Office Hours: Tuesdays 10:30-11:20 and Thursdays 10:30-11:20
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Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

COURSE DESCRIPTION

POL2293G will introduce students to the key theoretical frameworks, concepts, and debates within the study of genocide and other mass atrocities (including famine and ethnic cleansing). The course will begin with a conceptual and historical overview of genocide, as well as an examination of the definition of genocide provided by the United Nations 1948 Genocide Convention. We will then move on to consider some of the most profound cases of genocide and mass violence over the past century, starting with the Armenian genocide, and ending with discussion of the Islamic State's persecution of the Yazidi population. Each week will focus in-depth on one key case study. Through the lectures, readings, and class discussions, we will consider: (1) the background, sources, causes, and effects of the particular genocide, and (2) the international community's involvement (or rather in most cases, lack thereof). We will consider throughout the course the paradox regarding increasing awareness of genocide, yet lack of improvement in prevention and responses.

LEARNING GOALS

By the end of the course, students will not only have a strong grasp of the concepts and theories of genocide, but will also be able to critically analyze the role of international responses in shaping the course of such events.

The course is also meant to help students improve the following skills: writing ability; participation and discussion competency, both in class and via writing assignments; ability to organize time in order to successfully meet deadlines.

CLASS METHODOLOGY

POL2293G is a lecture and tutorial course. Tuesdays will involve a lecture delivered by the professor and some class discussion exercises, while Thursdays will focus on student presentations. There will be a strong emphasis on class participation, and it is accordingly essential that students arrive to class prepared. Adequate preparation includes having completed weekly readings in advance, and being willing to discuss the reading and lecture material with fellow classmates. As the final exam will include reading, lecture, and discussion material, it is strongly advised that students take notes re. all three course components.

Lectures – until notice otherwise – will be conducted via Zoom. It is expected that all students attend the zoom sessions, and if a class is missed, they will be required to get notes from a classmate in order to catch-up. Students are expected to keep their cameras on, be 'present', and follow proper Zoom etiquette (which will be discussed during the first class).

REQUIRED COURSE READINGS

Power, Samantha. *"A Problem From Hell": America and the Age of Genocide* (New York: Harper Collins, 2002).

Jones, Adam. *Genocide: A Comprehensive Introduction. Third Edition* (New York: Routledge, 2017).

Both texts are available from Amazon or Indigo. Power's book is quite inexpensive, while Jones' runs higher. For those of you unable to purchase the texts, they are available as well from Huron Library. You can also access these via downloading the books (access for 7 days) or reading online (access for several hours). Unfortunately only three concurrent users are able to access these at any given time. Therefore, I am going to make this a rule of our class that for anyone accessing these books via the library, please choose the read online option in order to facilitate high demand. If you are having issues accessing and suspect someone may have chosen the 'download' option, please get in touch with me immediately. Thanks everyone for your cooperation on this!

All readings listed on the syllabus are required readings, to be done in advance of class. Those readings not found in either the Power or Jones texts, are provided under the 'Readings' tab found within the 'Resources' folder on the course website (or the URL is provided on the syllabus below). The professor recognizes that there is a significant reading component to this course, but strongly believes this is essential in order to fully appreciate these case studies.

COURSE REQUIREMENTS

Participation	Value 20%	Ongoing evaluation
Seminar mini-presentation	Value 5%	TBD
Critical response paper	Value 15%	3 February 2022
Research essay	Value 35%	24 March 2022
Final exam	Value 25%	During final exam period

Participation:

Class participation will be graded on the basis of attendance during lectures and active participation in class. Dr. Scorgie will take into account the quality of one's contributions – not simply the quantity – when assessing participation in class, and will particularly reward those students who are able to integrate reading material into class discussion.

Critical response paper:

Students will be required to write a critical response paper examining the assigned readings for weeks one through four. The paper should be 1,200-1,500 words in length. The purpose of the paper is not to summarize the readings. Rather, students should critically engage with two or three significant points addressed throughout the readings.

Research essay:

Students will be required to write a 2,000-2,500 word essay on a particular dimension of one of the case studies profiled in the course. Suggestions of possible topics include:

- Gender dimensions of genocide or famine
- Trajectory of survivors in post-genocide contexts
- How decisions to perpetrate genocide are decided upon
- Perpetrators' conception of the 'enemy'
- Role of bystanders
- Role of the media (international and/or local)
- Actions of a specific member of the international community

The essay is to be based on a minimum of ten academic sources (peer-reviewed journals, books, or book chapters), and is due 24 March 2022.

Formatting requirements for the essay are the following:

- 12-point Times New Roman font
- double-spaced (except for footnotes and bibliography)
- 2.5cm margins
- pages numbered
- title page with your name, date, course title, and paper title (your essay must have an actual title)

- footnotes and bibliography *must* be included
- Chicago Manual of Style citation format should be carefully and consistently followed throughout

Papers are due by the beginning of class on the specified due dates, and all papers will be checked for plagiarism via Turnitin.com. All forms of plagiarism will be taken extremely seriously.

Please note: other than for serious cases of emergency, extensions will not be granted. Thus, having multiple work assignments due around the same time, computer problems, employment responsibilities, or being out of town, do not constitute valid reasons for extensions. The late penalty for papers is 5 percent per day (weekends included), and essays will not be accepted after 10 days past the submission deadline. Dr. Scorgie strongly believes in timely submission of assignments, and significantly frowns upon students asking for extensions (otherwise I am failing in my responsibility of preparing you for the workforce!).

Seminar mini-presentation:

Thursdays will be devoted to student mini-presentations. The presentations are only to be 5 minutes long (this is an exercise in conciseness!), and focused on one very specific dimension/aspect of the readings (i.e. France’s intervention in the Yazidi genocide, or US media coverage of the Holodomor, or the targeting of women for rape during the Rwandan genocide, etc.), followed by one discussion question. Students should not explain the actual genocide or summarize the readings; instead they should focus only on the particular aspect of the readings they have chosen. Please note that late penalties do not apply to this assignment. No extensions or alternative formats to the presentation will be granted.

Final exam:

The final exam will take place during the April exam period. It will cover the entire course: readings, lectures by Dr. Scorgie, lectures by guest presenters, and tutorials/class discussions.

COURSE COMMUNICATION

I am happy to meet with students during my office hours, both to discuss issues relating to the course, as well as your academic career more generally. If getting in-touch by email, please note that I will respond within 48 hours during business days. I strongly encourage students to consult this syllabus and other material on OWL before getting in-touch about administrative issues for the course.

Students should check their UWO email account and OWL course site on a regular basis. The professor asks that students check their UWO email at least once every 24 hours during business days.

CLASS SCHEDULE

Week of:	Topic:	Class Format:	Readings To Do:
Jan. 11 & 13	Introduction to POL2293G	<ul style="list-style-type: none"> • Short lecture by Dr. Scorgie • Q & A 	<ul style="list-style-type: none"> • Jones: Introduction • Power: Preface
Jan. 18 & 20	Conceptual Frameworks: Understanding Genocide, Famine, and Other Mass Atrocities	<ul style="list-style-type: none"> • Lecture by Dr. Scorgie • Classifying genocides exercise in break-out groups • Presentations in tutorial hour (4) 	<ul style="list-style-type: none"> • Jones: Chapter 2 • Gellately, Robert, and Ben Kiernan. “The Study of Mass Murder and Genocide,” in Robert Gellately, and Ben Kiernan, eds., <i>The Specter of Genocide: Mass Murder in Historical Perspective</i> (Cambridge: Cambridge University Press, 2003): 3-26

Jan. 25 & 27	Armenian Genocide	<ul style="list-style-type: none"> • Lecture by Dr. Scorgie • Class discussion on Turkish denial in break-out groups • Presentations in tutorial hour (4) 	<ul style="list-style-type: none"> • Power: Chapter 1 • Jones: Chapter 4 • Berg, Nate. "A rich history of pre-genocide Armenia hides in family heirlooms and handwritten notes," <i>LA Times</i> (17 Jan. 2020): https://lat.ms/39iJ699
Feb. 1 & 3	Holodomor (Ukrainian Famine)	<ul style="list-style-type: none"> • Lecture by Dr. Scorgie • Class discussion on socialism/communism and its relationship to practices of excess violence • Presentations in tutorial hour (4) 	<ul style="list-style-type: none"> • Jones: Chapter 5 • Mace, James E. "The Politics of Famine: American Government and Press Response to the Ukrainian Famine, 1932-1933," <i>Holocaust and Genocide Studies</i> 3, 1 (1988): 75-94 • "Rare witness to horror of Stalin's Gulag prisons dies," <i>BBC</i> (24 July 2018): https://www.bbc.com/news/world-europe-44936736
Feb. 8 & 10	Holocaust	<ul style="list-style-type: none"> • Lecture by Dr. Scorgie, including viewing of the short films, "The Hidden Holocaust" and "When There Are No Bystanders" • Class discussion on bystanders in break-out groups • Presentations in tutorial hour (4) 	<ul style="list-style-type: none"> • Power: Chapters 2 & 3 • Jones: Chapter 6 • Yardley, Jonathan. "'A Small Town Near Auschwitz: Ordinary Nazis and the Holocaust' by Mary Fulbrook," <i>Washington Post</i> (30 November 2012): https://wapo.st/2CSRWhG
Feb. 15 & 17	Cambodian Genocide	<ul style="list-style-type: none"> • Lecture by Dr. Scorgie • Viewing of film "The Killing Fields" • Presentations in tutorial hour (4) 	<ul style="list-style-type: none"> • Power: Chapters 6 & 7 (Chapter 7 is recommended, but not required) • Jones: Chapter 7
Feb. 22 & 24	Reading Week	<ul style="list-style-type: none"> • No class 	<ul style="list-style-type: none"> • No readings
Mar. 1 & 3	Ethiopian Famine	<ul style="list-style-type: none"> • Lecture by Dr. Scorgie • Class discussion on celebrity culture and the media's influence on international intervention in break-out groups • Presentations in tutorial hour (4) 	<ul style="list-style-type: none"> • De Waal, Alex. "Revolution, War-Famine, and Two Models of Relief," in <i>Famine Crimes: Politics and the Disaster Relief Industry in Africa</i> (Oxford: James Currey, 1997) • Moller, Tanja R. "'The Ethiopian Famine' Revisited: Bank Aid and the Antipolitics of Celebrity Humanitarian Action," <i>Disasters</i> 37, 1 (2013): 61-79 • Gallo, Carol Jean. "A Famine is Never Just a Famine – It's Political Violence by Starvation," <i>UN Dispatch</i> (22 March 2017): https://bit.ly/3eSTNQQ

Mar. 8 & 10	Ethnic Cleansing and Genocide in Yugoslavia	<ul style="list-style-type: none"> • Lecture by Dr. Scorgie • Class discussion on genocide denial in break-out groups • Presentations in tutorial hour (4) 	<ul style="list-style-type: none"> • Power: Chapters 9 and 11 • Jones: Chapter 8 • Rohde, David. "Conspiracy Theories, Denial, and the Coronavirus," <i>The New Yorker</i> (18 July 2020): https://bit.ly/2WIPKR7
Mar. 15 & 17	Rwandan Genocide Against the Tutsis	<ul style="list-style-type: none"> • Lecture by Dr. Scorgie • Presentations in tutorial hour (4) 	<ul style="list-style-type: none"> • Power: Chapter 10 • Jones: Chapter 9
Mar. 22 & 24	Yazidi Genocide	<ul style="list-style-type: none"> • Short lecture by Dr. Scorgie • Guest lecture by Caroline Schneider (PhD Candidate at the University of Newcastle), on forcible child transfer during the Yazidi Genocide • Presentations in tutorial hour (4) 	<ul style="list-style-type: none"> • TBD
Mar. 29 & 31	Canada's 'Cultural Genocide' Against the Indigenous	<ul style="list-style-type: none"> • Short lecture by Dr. Scorgie • Guest lecture with Krista McCracken (Public Historian and Archivist), on the Shingwauk Residential School • Presentations in tutorial hour (4) 	<ul style="list-style-type: none"> • Jones: Chapter 3 • McCallum, Mary Jane Logan. "Indigenous People, Archives and History," <i>Shekon Neechie</i> (21 June 2018): https://shekonneeche.ca/2018/06/21/indigenous-people-archives-and-history/ • Cutrara, Samantha. "Death was the Point: Interrupting our shock at colonial practices. Thoughts on the Kamloops discovery," <i>Active History</i> (14 June 2021): http://activehistory.ca/2021/06/death-was-the-point/
Apr. 5 & 7	Concluding Thoughts on Prevention, Gender, Denial, and Justice	<ul style="list-style-type: none"> • Class discussion • Exam review • Wrap-up! 	<ul style="list-style-type: none"> • "Greg Stanton has Spent a Career Fighting Genocide. The Psychological Toll is Heavy," <i>UN Dispatch</i> (15 August 2016): https://www.undispatch.com/greg-stanton-spent-career-fighting-genocide-psychological-toll-heavy/ • "Beyond Killing: Gender, Genocide, & Obligations Under International Law," <i>Global Justice Center</i> (December 2018): https://globaljusticecenter.net/files/Gender-and-Genocide-Whitepaper-FINAL.pdf • Beevor, Antony. "An Ugly Carnival," <i>The Guardian</i> (5 June 2009): https://www.theguardian.com/lifeandstyle/2009/jun/05/women-victims-d-day-landings-second-world-war



Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Mandatory Use of Masks in Classrooms

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at: <https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has

already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

(a) Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at:
<https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here:
<http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>
Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>
Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.