HIST 3693 X1
Special Topics
Genocide & Justice
Fall 2014

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Office Hours
Tuesday: 4:30 pm – 6:30 pm
Wednesday: 4:00 pm – 6:00 pm
Thursday: 11:00 am – 1:00 pm

Course Description
The twentieth century witnessed unparalleled levels of mass violence. It also saw unmatched efforts to preserve international peace and ensure human security. This course explores the relationship between atrocity and accountability on the world stage. Causes of violence will be touched on, but the focus will be how affected groups and the international community responded to trauma. The course will include sections on the Armenian Genocide, the Holocaust, the ‘killing fields’ of Cambodia, the ‘ethnic cleansing’ of the Balkans, and mass atrocities in Rwanda. Discussion of each case study will include international reaction to the atrocity, especially ensuing judicial endeavours. Specifically, we will explore post-World War I war crimes operations; the International Military Tribunal (IMT) in Nuremberg; international criminal tribunals for the former Yugoslavia (ICTY) and Rwanda (ICTR); and the Extraordinary Chambers in the Courts of Cambodia (ECCC). Readings for each section will include a range of first-hand accounts, government reactions, media coverage, and academic analyses. Students will be encouraged to think critically about not only the readings, but also the events and institutions themselves. Together we will explore which models of international accountability have been the most effective – and ineffective – in the past and which will be most tenable for the future. The tragic link between genocide and justice will be traced throughout.

Course Objectives
By the end of this course students will be familiar with the causes and consequences of mass violence. Students will also learn much about the historical craft. They will develop investigative skills and critical thinking. Through in-class participation and assignments outside of the classroom, students will improve their writing and verbal skill-sets. Together and alone, students will explore multiple source types representing a broad spectrum of viewpoints. Engagement, inquisitiveness, originality, and balanced assessment will be fostered and rewarded. The workload is demanding, but students who commit to the course and engage in the material will leave with a sense of accomplishment.
Required Readings

* Other readings will be available online, provided as handouts, or posted to the ACORN site

This course – and your grade! – depends on commitment. The reading load is substantial, ~100 pages per week, plus assignment research. These demands are designed to help students form efficient reading habits and use critical and synthetic thinking. **You don’t have to read every word**, but you do need to discern and contemplate salient ideas and issues. Students should complete readings before class in order to fully contribute to online discussion forums and in-class activities. As this is a senior seminar, expectations differ from general survey courses. You will need to work at least as much outside the classroom as you do in it. **Start reading now** and use breaks to read and work ahead!

**Evaluation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Weight</th>
<th>Your Mark</th>
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<tbody>
<tr>
<td>Participation</td>
<td></td>
<td>25%</td>
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<tr>
<td>Essay Proposal</td>
<td>October 15</td>
<td>10%</td>
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<tr>
<td>Peer Review</td>
<td>October 15</td>
<td>5%</td>
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<tr>
<td>Research Consultation (proposal follow-up)</td>
<td>Before November 21</td>
<td>5%</td>
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<tr>
<td>Virtual Assignment (Debunking Denial)</td>
<td>November 26</td>
<td>10%</td>
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<tr>
<td>Research Essay</td>
<td>December 3</td>
<td>25%</td>
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<tr>
<td>EXAM (Take-Home; posted December 1)</td>
<td>December 20</td>
<td>20%</td>
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THE LATE PENALTY FOR ALL WORK IS 5% PER CALENDAR DAY OVERDUE WITHOUT AUTHENTICATED OR DOCUMENTED PERSONAL OR MEDICAL CIRCUMSTANCES. ASSIGNMENTS WILL NOT BE ACCEPTED IF MORE THAN SEVEN DAYS LATE.
Assignments
This course has multiple assignments, each designed to help students develop different skill sets.

i. **Participation (25%)** Everyone must engage for this small class to succeed. Participation includes attendance and overall contribution, plus submissions of one discussion question to ACORN by midnight every Tuesday. Insight, synthesis, originality will be rewarded. Completion of the assigned readings – including primary sources where stipulated! – Should be evident. Please approach the instructor if you struggle with active participation in class.

ii. **Essay Proposal (10%)** The assignment has two components:
   - **Topic Outline** Explain your personal and historiographical rationale. Write a clear statement of expected argument (e.g. “By looking at . . . this essay argues that . . .”) Your final argument may change, but the proposal must include a provisional thesis.
   - **Bibliography** A list of Primary Sources (e.g. firsthand accounts, contemporaneous newspapers, government records, period artwork) and Secondary Sources (retrospective academic analyses, journal articles, books, etc.) to be used in your essay
     ➢ Due October 15 (hardcopy needed for peer review)

iii. **Peer Review (5%)** You will anonymously review a fellow student’s proposal using a feedback rubric. Grading will incorporate participation, constructiveness, and detail.
     ➢ Due October 15 (peer review conducted in class)

iv. **Research Consultation (5%)** All students must consult with the instructor during office hours after receiving feedback on their proposals. Together, we will discuss how to proceed/improve going forward with the essay. You may come earlier and often, but visits will not count as official ‘consultation’ until you have a graded proposal.
     ➢ Before November 21

v. **Research Essay (25%)** A 2500-word paper with a strong thesis statement, clear organisation, convincing evidence, and proper citations (footnotes and bibliography). Create a research topic around a specific case/dimension of one of the courses three key themes:
   - What is genocide? (An atrocity/atrocities, causes of violence, genocide or not, etc.).
   - Who is genocide? (Perpetrator communities, bystander experiences, survivors, etc.)
   - What is justice? (Types of justice, institutional effectiveness, specific courts etc.)

The best papers will demonstrate synthetic and critical thinking based on extensive research and readings. You will be graded on content, argument, and style.
     ➢ Due December 3 (on ACORN only by midnight)

vi. **Virtual Assignment (10%)** As an international man of mystery, you instructor will be abroad at the end of term. Class is cancelled for a few days, but your work is not (is never!) done. Pick any denial website about any genocide and analyse the content. Research its reliability. Debunk its facts, sources, and narratives. But also, discuss how and why it is convincing and/or compelling to some. Consider the social and personal impact of its denial. There is no defined word-limit or structure but you must follow normal citation guidelines.
     ➢ Due November 26 (on ACORN only by midnight)

vii. **Final Exam (20%)** A take-home exam due at the end of the exam period. You must read both novels on the required reading list and complete an assignment that addresses broad course themes and content. The specific handout will be posted to ACORN on December 1.
     ➢ Due December 20 (on ACORN only by 5:00pm)
Communication
Since we are now slaves to technology, this course will likely rely on online interactions. I will endeavour to answer all emails within 24 hours, but do not assume all-hours service. Expect delays over evenings, weekends, and holidays (i.e. I like to pretend to have a life). Instead, students are encouraged to pose questions in class or office hours. Assignment advice is best sought well in advance rather than at the last minute. You may not receive responses in time to beat deadlines.

Disability Access
If you are a student with a documented disability who needs accommodations in this class, please inform me after you meet with Kathy O’Rourke (902-585-1823; disability.access@acadiau.ca) or Abu Kamara (902-585-1291; abu.kamara@acadiau.ca) in Accessibility Services, Student Resource Centre, lower level of the Old SUB (Old Student Union Building).

Writing Help
Successful writing starts with knowing your instructor’s expectations. You may even be able to show them drafts and receive feedback on works in progress. The Writing Centre also offers free help to students wishing to improve writing skills. This service is not only for first-year students or for inexperienced essayists. Everyone can gain from writing advice. To book a one-on-one writing tutor appointment, visit: www.writingcentre.acadiau.ca/writing-tutorials.html. For helpful presentations and workshops, see: www.writingcentre.acadiau.ca/workshops-and-presentations.html.

Academic Integrity and Dishonesty
Be familiar with the Acadia University Calendar’s guidelines on “Academic Integrity” (p. 48). The History & Classics Department considers plagiarism a serious offence: departmental policy stipulates an assignment grade of F (zero) – with no appeal – for dishonest work. More severe penalties include a course grade of F (zero) and/or a recommendation for expulsion. Deliberate cheating is one thing. Cheaters know they are cheating. Most plagiarisers do it unconsciously in the age of cutting & pasting and digital learning. To avoid disaster: Be meticulous when you research, especially with electronic sources. Complete the Vaughan Library’s “You Quote it, You Note it!” tutorial. Consult their helpful site http://library.acadiau.ca/guides/plagiarism/: IF IN DOUBT, FOOTNOTE!!

Feedback
I welcome feedback regarding the course. You can email me directly or visit office hours. I have also created an email address for anonymous comments. Log on to GMAIL with the username FEEDBACK.SEDGWICK and password “4U2improve” (case sensitive). Then email feedback to james.sedgwick@acadiau.ca. Unless you include a name in the message, it will arrive anonymously.

Support
This course deals with troubling material: the darkest moments in history. It explores mass violence on very human levels. The readings purposely balance academic analysis and highly personal accounts of suffering. Some level of distress is expected when confronting such graphic, emotive content. Do not hesitate to seek assistance if you find the material difficult. The instructor can help suggest avenues support. Specifically, consider Acadia’s Student Resource Centre. Its services include individual counselling with opportunities to discuss, in a private and relaxed atmosphere, any personal concern. Common issues include anxiety, depression, relationship difficulties, and academic challenges. They offer an atmosphere that respects privacy and assures confidentiality. No information will be released to anyone without your signed consent except if required by law. You can book appointments online at http://counsel.acadiau.ca/Index_page.html, by phone 902-585-1246, by email (counselling@acadiau.ca) or in person on the lower level of the Old SUB (Old Student Union Building).

Hours: Monday to Friday, 8:30 – Noon / 1:15 - 4:30 p.m.
## Course Schedule and Outline

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<tr>
<th>WEEK 1</th>
<th>Sep. 3</th>
<th>Introduction to course</th>
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### WEEK 2 Naming Genocide

**Readings**
- GCI, 8-23†
- APH, 61-85

**Lectures/Discussion**
- Sep. 8 What is Genocide?
- Sep. 10 Who is Genocide?

### WEEK 3 Defining Justice

**Readings**
- SHV, 3-37

**Lectures/Seminar**
- Sep. 15 What is Justice?
- Sep. 17 Seminar

### WEEK 4 GENOCIDE: Armenia

**Readings**
- GCI, 101-123†
- APH, 1-17
- One account from primary documents (see List of Sources)

**Lectures/Seminar**
- Sep. 22 Lecture: Armenia – The ‘Great Crime’
- Sep. 24 Seminar

### WEEK 5 JUSTICE? Constantinople

**Readings**
- SHV, 106-146

**Lectures/Seminar**
- Sep. 29 Lecture: Justice? Constantinople
- Oct. 1 Seminar
WEEK 6  GENOCIDE: The Holocaust / JUSTICE: Nuremberg  
Readings  
- GCI, 147-184†  
- APH, 17-46  
- Kühne, “Male Bonding & Shame Culture: Hitler’s Soldiers & the Moral Basis of Genocidal Warfare,” in Jensen, Szejnmann, Davies, Ordinary People as Mass Murderers: 55-77*  
- One account from primary documents (see List of Sources)  
Lectures/Seminar  
Oct. 6  Lecture: World War / Nazis / The Shoah  
Oct. 8  Lecture: Nuremberg & Co.  

WEEK 7  
Readings  
- APH, 47-85  
- SHV, 147-206  
Lectures/Seminar  
Oct. 13  No Class / Thanksgiving  
Oct. 15  Seminar / Peer Review Session  

WEEK 8  GENOCIDE: Cambodia  
Readings  
- GCI, 185-211†  
- APH, 87-155  
- One account from primary documents (see List of Sources)  
Lectures/Seminar  
Oct. 20  Lecture: Khmer Rouge & Killing Fields  
Oct. 22  Seminar  

WEEK 9:  FALL STUDY BREAK  
Lectures/Seminar  
Oct. 27  No Class  
Oct. 29  No Class  

WEEK 10  JUSTICE? Cambodia  
Readings  
- GCI, 302-305†  
Lectures/Seminar  
Nov. 3  Lecture: Delayed Justice, Extraordinary Chambers  
Nov. 5  Seminar
WEEK 11  GENOCIDE: Former Yugoslavia & Rwanda

Readings
- GCI, 212-224, 232-257†
- APH, 247-442
- One account from primary documents for each genocide (see List of Sources)

Lectures/Seminar
Nov. 10  Lecture: ‘Cleansing’ the Balkans
Nov. 12  Lecture: Shake Hands with the Devil: Machetes & Massacres

Week 12  JUSTICE: The Hague, Arusha, & Grassroots

Readings
- SHV, 206-276

Lectures/Seminar
Nov. 17  Lecture: ICTs and Gacacas
Nov. 19  MEGA-Seminar

WEEK 13  END GAME

Lectures/Seminar
Nov. 24  Then and Now; Wrap Up
Nov. 26  No Class; Virtual Assignment – Debunking Denial

Week 14

Lectures/Seminar
Dec. 1  No Class; Take-Home Exam posted to ACORN
Dec. 3  No Class, Research Paper due

List of Sources

The Armenian Genocide
- Armenian National Institute. Website (http://www.armenian-genocide.org/index.htm) A NGO dedicated to the study, research, and affirmation of the Armenian Genocide. Includes a collection of photos and documents related to the genocide
- *The Forgotten*. Website (http://www.theforgotten.org/site/intro_eng.html). Includes interviews with survivors of the genocide
- *The Times* (London). Articles regarding Turkish massacres between 1895 and 1919. Searchable through *The Times* digital archives available on campus or through VPN. (http://infotrac.galegroup.com/itw/infomark/0/1/1/purl=rc6_TTDA)
- *Washington Post*. Articles regarding Turkish massacres of Armenians between 1895 and 1919. Searchable through the Proquest Historical Newspapers database at (http://search.proquest.com/publication/60400). Available on campus or through VPN

**The Holocaust**
- United States Holocaust Memorial Museum. Website (http://www.ushmm.org/). Includes vast online archives of oral histories, testimonials, art, and videos relating to the Holocaust
Khmer Rouge

- Cambodian Genocide Program. Website (http://www.yale.edu/cgp/news.html). Transcripts and information on the genocide and the Extraordinary Chambers in the Courts of Cambodia.
- From the Killing Fields. ABC News. Oak Forest, IL: MPI Home Video, 1990 [videorecording]
- The Killing Fields Warner Home Video, 1986 [videorecording]
- Ly Y and John S. Driscoll, Heaven Becomes Hell: A Survivor's Story of Life under the Khmer Rouge. New Haven: Yale University Southeast Asia Studies, 2000
- The Digital Archive of Cambodian Holocaust Survivors. Website (http://cybercambodia.com/)

The Former Yugoslavia

- International Criminal Tribunal for Former Yugoslavia (ICTY) Cases and Judgements. Available online: http://www.un.org/icty/cases-e/index-e.htm
Rwanda

- Philip Gourevitch, *We Wish to Inform You that Tomorrow We Will be Killed with Our Families: Stories from Rwanda* New York: Picador USA, 1999
- *Hotel Rwanda.* Videorecording. MGM Home Entertainment, 2005
- *Shake Hands with the Devil the Journey of Roméo Dallaire.* Videorecording/Documentary. Canadian Broadcasting Corporation, 2004
- International Criminal Tribunal for Rwanda. Website (http://www.ictr.org/). Includes transcripts, testimony, judgments, evidence, findings, and background information regarding the Rwandan genocide and the trials of its perpetrators
- Rwandan Survivors (http://www.rwandansurvivors.blogspot.com/). Blog designed to be a voice and a platform for the survivors of the Rwandan Genocide
- The Men Who Killed Me (http://www.menwhokilledme.com/video-gallery/). Website linked to book of the same title by Anne-Marie de Brouwer, Sandra Ka Hon Chu, and Samer Muscati. Includes online testimonials and videos from survivors
STYLE & FORMATTING REQUIREMENTS

Unless otherwise indicated, all assignments must follow the guidelines below:

- Cover page (with title, course name, student name, submission date, professor name)
- Font (Times New Roman 12pt)
- Page numbers (bottom centre of page)
- Double-spacing
- Proper citations, including:
  - Footnotes & Bibliography (not in-text references, “works cited”, etc.)
  - Chicago/Turabian style and formatting
- Word count (within ~10% of requested length; penalties apply if over or under)
- File format (Submitted online content must be in Microsoft Word (DOC and DOCX); Corel WordPerfect; HTML; Adobe PostScript; Plain text (TXT); Rich Text Format (RTF); Portable Document Format (PDF); or OpenOffice (ODT) – online material in other formats will not be accepted and will be considered late)

***All assignments should be submitted both in hard-copy and to ACORN ***

GRADE GUIDE

- A = Clear and interesting thesis statement supported by well-crafted paragraph structure; no technical errors (i.e. spelling, grammar, style, expressing, citations, etc.); draws on rich source material and engages with the arguments of other historians; deeply and originally addresses assignment questions and objectives. Meets all style and formatting guidelines.

- B = Clear thesis statement supported by well-crafted paragraph structure; few technical errors; could be better researched and thought out but still engages well with secondary literature and sources; addresses assignment questions and objectives; Meets most style and formatting guidelines.

- C = A somewhat unclear thesis statement that also needs more support from the body paragraphs; multiple technical errors; needs more research and/or clearer indication that research has informed author’s thinking. Attempts to address assignment questions and objectives (but ultimately falls short). Fails to meet some style and formatting guidelines.

- D = Thesis statement either not present or needs substantial revision; pervasive technical errors; more research needed and/or research inadequately referenced and cited. Misunderstands or does not address assignment questions and objectives. Fails to meet most style and formatting guidelines.

- F = No thesis statement; major technical errors; minimal evidence of research and/or inappropriate scholarly practises. Unresponsive to assignment questions and objectives. Fundamentally ignores style and formatting guidelines.

Grades suffer because ideas are not expressed clearly. Think about your writing. Use short and direct sentences. Bind paragraphs around topic sentences. Follow a clear and logical essay structure. Rely on your own words and analysis. Avoid cutting-and-pasting. Research extensively and methodically. Pay attention to details. Follow instructions!