

# GENOCIDE: SOCIOLOGICAL AND POLITICAL PERSPECTIVES

## Fall 2019

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## **Course Description**

Genocide has been studied, conceptualized, and theorized from sociological and political perspectives, leading to various ideas and debates about genocide and other forms of crimes against humanity alike. The course will take-up these perspectives by engaging with diverse literature, insights, and theoretical frameworks which examine the history, presence, associations, and impact of genocide. The course focuses on historical and modern socio-legal conceptualizations and empirical examples of genocide to identify and critically examine the relevant social and political factors, role of national and international institutions, and power of state and non-state actors in defining, contributing to, and ending instances of genocide around the world – including but not limited to the role of imperialism, war, and social revolutions. As such, this course considers genocide as a key aspect of a much broader transformation of world history that is apparent at varying scales, from personal identities, socio-political relations, to macro-historical changes in the organization of people, ideas, and nation states. The course will also assess the role of the international community in responding to genocide, specifically in terms of policy options for prevention and intervention, and will identify on-going social, political and legal limitations and incentives for doing so.

## **Course Objectives**

By the end of the course students should be able to:

- Understand genocide as both a factor of world history and as an analytical socio-legal concept
- Discuss the role of imperialism, war, and social revolution in fueling genocide and identify key policy problems associated with ending genocide and holding actors accountable
- Explain the relationship between genocide, the state, and other non-state actors
- Articulate sociological and political perspectives and theoretical frameworks and insights about genocide
- Develop and express informed arguments about genocide and other crimes against humanity
- Carry out original research on a question or problem associated with the study of genocide

## **Required Materials and Texts**

- Adam Jones (2017). *Genocide: A Comprehensive Introduction*. 3rd Ed. New York: Routledge Press.
- All other online resources are available digitally, free of charge, via McMaster's online library or via Avenue to Learn
- Additional but non-mandatory readings will be also be posted on Avenue to Learn.

## **Class Format**

This course is taught over 14 weeks, comprising of one two-hour lectures and one-hour tutorial sessions per week. Students are expected to participate actively in tutorials and complete the weekly assigned readings. Note that many of the readings only require you to read several pages within the assigned readings – these numbers are indicated next to the respective reading. The weekly readings will be a mix of materials drawn from the textbook and other scholarly articles; the readings will: detail empirical case studies and provide concepts, critical insights, and theoretical frameworks.

## **Course Evaluation – Overview**

1. Tutorial attendance and participation (10%)
2. In-Class Mid Term Test October 8 (20%)
3. Essay Topic statement (5%)
4. Essay Proposal (10%)
5. Research Essay (25%)
6. 30% Final exam (30%)

## **Course Evaluation – Details**

### **Tutorial Attendance and Participation (10%)**

This component of your grade comes from your attendance and participation in tutorial. Tutorials provide students with an opportunity to further their learning by engaging with course concepts and ideas through discussion and debate. The structure of tutorials will generally be determined by Teaching Assistants.

### **Topic Statement (5%) due on October 8 and Essay Proposal (10%) due on October 29**

Completing the topic statement will serve as a precursor to the essay proposal, and the proposal a precursor to the final research paper. Completing these parts respectively will help you to continue to develop and refine your topic and arguments; the purpose of these two steps is to prepare you to write the research paper in a strong and well-developed fashion.

You should choose a topic of your own choice that is relevant and that involves an empirical example of genocide and which you can make an argument about with reference to some of the sociological and political perspectives discussed in the course content and found in other scholarly materials. The topic statement is a brief statement (350 – 450 words) about the topic you intend to research; the main purpose of it is to make sure you have a topic that is feasible and that fits within the course theme. A list of terms – intended to assist in brainstorming will be posted on Avenue. The topic statement should include the following components: a tentative title, the topic, a working statement about how it relates to course themes, concepts and/or theoretical perspectives, and, how your paper hopes to contribute to knowledge. The research

proposal (1700 word maximum) is a more developed plan, or “roadmap” for the paper. Your proposal should provide the following: a working thesis statement, a brief description of the arguments you intend to advance in support of your thesis, an expanded statement about how your paper will use course concepts and/or theoretical perspectives, reference to empirical examples that you can use to articulate your position(s), and, a working bibliography (including some materials assigned in class readings/text and at least 3 additional scholarly/peer reviewed articles) **\*Proposals will be graded and returned with feedback by November 8 via Avenue to Learn.**

Your TA will give you feedback and spend some time explaining and discussing aspects of a strong thesis statement, how to develop arguments, and will provide guidance on doing research for your paper.

### **Mid-Term Test (20%) written in-class on October 8**

The mid-term test will consist of multiple-choice and/or short answer questions. The content of the test will focus on background knowledge and information, legal frameworks, definitions, and other foundational elements covered in the first few weeks of the course.

### **Final Research Essay (25%) due on November 29**

The final essay will be an independent analytical, argumentative and or descriptive essay with an original thesis and supporting points. You should apply and engage with ideas, concepts and theories from lectures, readings, and other scholarly sources. The paper should utilize the textbook and at least 6 additional scholarly/peer reviewed articles). It should also state and respond to some counterarguments to the position taken in your paper, and the paper should make some reference to historical and or current examples of genocide. The essay is to be 3000-3500 words. You may use any citation style, but you are expected to use only one style consistently. To avoid late marks, paper must be uploaded to Avenue to Learn by midnight on November 29 [see note under “Policy for deadlines” below].

### **Final Exam (30%) written in-class date to be scheduled by the Registrar**

The final exam will be a comprehensive written-answer exam.

## **Weekly Course Schedule and Required Readings**

### **PART I: LEGAL FRAMEWORKS AND CONCEPTUAL FOUNDATIONS OF GENOCIDE**

#### **Week 1 (September 3)**

- Overview of course syllabus and expectations
- Overview of legal frameworks: UN Convention on Genocide, Convention on the Prevention and Punishment of the Crime of Genocide, International Court of Justice (ICJ) and the Rome Statute of the International Criminal Court
- Readings: None

## **Week 2 (September 10)**

### **Conceptualizing and Defining Genocide**

Readings:

- Jones, Adam: Chapter 1: “The Origins of Genocide”
- Lemkin, Raphael. (1947). “Genocide as a Crime under International Law”. *American Journal of International Law* 41 (1): 145-151.
- Butcher, T. M. (2013). A ‘synchronized attack’: On Raphael Lemkin's holistic conception of genocide. *Journal of Genocide Research*, 15(3), 253-267.
- Legal Analysis of Genocide in Canada – Pages: 1-27 – Accessible on Avenue to Learn
- Convention on the Prevention and Punishment of the Crime of Genocide – Pages: 1-4 – Accessible on Avenue to Learn

## **PART II SOCIO-POLITICAL PERSPECTIVES AND ASPECTS OF GENOCIDE**

## **Week 3 (September 17)**

### **Genocide and The Social Construction of Identity**

Readings:

- Jones, Adam. Chapter 5: “Stalin and Mao”
- Dr. Gregory H. Stanton. (2016). “The Ten Stages of Genocide By” *Genocide Watch* – Available on Avenue to Learn
- Van Krieken, R. (1999). The barbarism of civilization: cultural genocide and the ‘stolen generations’1. *The British journal of sociology*, 50(2), 297-315.
- Holslag, A. (2015). The Process of Othering from the “Social Imaginaire” to Physical Acts: An Anthropological Approach. *Genocide Studies and Prevention: An International Journal*, 9(1), 10, 2-15
- Vela Castañeda, M. E. (2016). Perpetrators: specialization, willingness, group pressure and incentives. Lessons from the Guatemalan acts of genocide. *Journal of Genocide Research*, 18(2-3), 230-234.

## **Week 4 (September 24)**

### **Genocide as Social Engineering and Nation Building**

Readings:

- Jones, Adam. Chapter 7: “Cambodia and the Khmer Rouge”
- Segal, R. (2018). The Modern State, the Question of Genocide, and Holocaust Scholarship. *Journal of Genocide Research*, 20(1), 108-133.
- Logan, T. (2015). Settler colonialism in Canada and the Métis. *Journal of Genocide Research*, 17(4), 1-16
- Fratantuono, E. (2019). Producing Ottomans: Internal Colonization and Social Engineering in Ottoman Immigrant Settlement. *Journal of Genocide Research*, 21(1), 1-24.

## **Week 5 (October 1)**

### **Organized Violence, State and Non-State Actors**

Readings:

- Jones, Adam. Chapter 6: “The Jewish Holocaust”
- Jones, Adam. Chapter 12: “Political Science and International Relations” 602-619
- Kelly, M. J. (2012). Prosecuting corporations for genocide under international law. *Harvard Law and Policy Review*, 6, 339.
- Simangan, D. (2018). Is the Philippine “War on Drugs” an Act of Genocide? *Journal of Genocide Research*, 20(1), 68-89.
- Ostler, J. (2016). ‘Just and lawful war’ as genocidal war in the (United States) Northwest Ordinance and Northwest Territory, 1787–1832. *Journal of Genocide Research*, 18(1), 1-17.

## **Week 6 (October 8)**

### **Mid-Term Test and Topic Statement due via Avenue to Learn**

Readings: none

- Topic Statement due (5%) submit by 12:00pm on AVL
- In-class Mid-Term Test (20%) 7:00pm-9:00pm

## **Week 7 (October 15) Mid-Term Recess**

No classes

## **Week 8 (October 22)**

- **Notes:** No lecture, this class is dedicated to working on the research proposal – due October 29 via Avenue to Learn.

## **PART II SOCIO-POLITICAL PERSPECTIVES AND ASPECTS OF GENOCIDE CONT...**

## **Week 9 (October 29)**

### **The Psychology, Sociology, and Anthropology of Genocide**

Readings:

- Adam, Jones. Chapter 11: “The Sociology and Anthology of Genocide”
- Adam, Jones. Chapter 10: “Psychological Perspectives”
- Vela Castañeda, M. E. (2016). Perpetrators: specialization, willingness, group pressure and incentives. Lessons from the Guatemalan acts of genocide. *Journal of Genocide Research*, 18(2-3)
- **Notes:** Essay Proposal due via Avenue to Learn
- **Notes:** Essay Proposal will be graded and returned to you with feedback by November 8 via Avenue to Learn

## **Week 10 (November 5)**

### **Genocide, Gender, and Youth**

#### Readings:

- Jones, Adam. Chapter 12: “Gendering Genocide”
- Williamson, C. (2016). Genocide, masculinity and posttraumatic growth in Rwanda: reconstructing male identity through ndi umunyarwanda. *Journal of Genocide Research*, 18(1), 1-15.
- Eramian, L., & Denov, M. (2018). Is it always good to talk? The paradoxes of truth-telling by Rwandan youth born of rape committed during the genocide. *Journal of Genocide Research*, 20(3), 372-391.
- National Inquiry into Missing and Murdered Indigenous Women and Girls Pages: 17-47 and 102-110 – Available on Avenue to Learn

## **Week 11 (November 12)**

### **International Law, Power, and Accountability**

#### Readings:

- Jones, Adam. Chapter 15: “Justice, Truth, Redress” : 697-723
- Hall, Anthony J. 2018. “A National or International Crime? Canada’s Indian Residential Schools and the Genocide Convention.” *Genocide Studies International* 12 (1): 71-91
- Mayroz, E. (2008). Ever again? The United States, genocide suppression, and the crisis in Darfur. *Journal of Genocide Research*, 10(3), 359-388.
- Krain, M. (2017). The effect of economic sanctions on the severity of genocides or politicides. *Journal of genocide research*, 19(1), 1-17.

## **Week 12 (November 19)**

### **Post-Conflict Peace and Reconciliation**

#### Readings:

- Jones, Adam. Chapter 15: “Justice, Truth, Redress” Pages: 724 - 739
- Brett, R. (2016). Peace without social reconciliation? Understanding the trial of Generals Ríos Montt and Rodríguez Sánchez in the wake of Guatemala’s genocide. *Journal of Genocide Research*, 18(2-3), 285-303.
- Anderson, W. J. (2012). ‘Indian drum in the house’ A critical discourse analysis of an apology for Canadian residential schools and the public’s response. *International Communication Gazette*, 74(6), 571-585.

## **Week 13 (November 26)**

### **Preventing Genocide**

#### Readings:

- Jones, Adam. Chapter 16: “Strategies of Intervention and Prevention.”



- Hamburg, D. A. (2010). Recent advances in preventing mass violence. *Annals of the new york academy of sciences*, 1208(1), 10-14.
- Available on Avenue to Learn: Rummel (1997). "Democracy as a Method of Non-Violence."
- Available on Avenue to Learn: Rummel (1997) "Democracy, Power, Genocide, and Mass Murder."
- **Notes:** Essay due November 29 via Avenue to Learn

### **Week 14 (December 3)**

#### **Re-Cap for Final Exam**

- Readings: None
- Overview of test format
- In class review of all materials

## **Course Policies**

### **Submission of Assignments**

All written assignments should be written in 12point font and should normally be submitted by uploading on Avenue to Learn.

### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

### **Late Assignments**

Students should make all reasonable attempts to submit papers by the due date. Late papers will be accepted subject to a late penalty of 1 mark per day to a maximum of 5 days, after which they will not be accepted. (One mark per day means that an assignment handed in on time and graded as 7/10 would ultimately get a mark of 6/10 if handed in one day late). Weekends count as 2 days. In the interest of fairness to all

students, there will be no exceptions to this unless you have arranged in advance for an extension.

### **Absences, Missed Work, Illness**

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

### **Avenue to Learn**

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)**

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests

## **University Policies**

### **Academic Integrity Statement**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- Copying or using unauthorized aids in tests and examinations.

### **Academic Accommodation of Students with Disabilities**

Students who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

### **Faculty of Social Sciences E-mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

### **Course Modification**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.