

# **GENOCIDE: SOCIOLOGICAL AND POLITICAL PERSPECTIVES**

## **POLSCI 3KK3 / SOCIOL 3KK3**

### **Fall 2021, Term 1**

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**Lecture:** Thursdays, 4:30-5:20 and  
online  
**Room:** Virtual via Zoom

**Office:** virtual via Zoom  
**Office Hours:** Thursdays, 1:30-3:00pm

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## **Course Description**

This course provides a framework for understanding and analyzing genocide as a distinct political phenomena. Utilizing a comparative approach, this course introduces students to competing explanations as to the causes, dynamics, participants in, and means of preventing, mass atrocity. The course is organized into five parts. The first part of the course introduces students to the concepts of genocide and group identity. The second part of the course examines who participates in genocide, and why. The third part of the course asks why and how genocide occurs at all, and addresses this problem from a range of approaches and levels of analysis. The fourth part of the course is empirical, applying the analytical tools developed in the first three sections two case studies: Indonesia 1965-66, and Canada's treatment of Indigenous Peoples. The final part of the class focuses on genocide prevention, intervention, trials, and reconciliation.

## **Course Objectives**

By the end of this course students will be familiar with and be able to distinguish different theoretical approaches to genocide, while also understanding the relative strengths and weaknesses of each approach. Students will also be familiar with applying these approaches to several case studies spanning North America, Latin America, Europe, Africa, and Asia. Assignments for this course are designed to provide students with theoretical and applied research skills.

## **Required Materials and Texts**

All reading materials for this course will be available online at no additional charge. There may be a small fee required to rent the film required for the review assignment, depending on local access restrictions (see assignments).

## **Class Format**

This is an online class with three components. The first lecture session, officially listed Mondays 16:30-17:20, are asynchronous video lectures. I will upload the lecture in advance of the class time, and students may choose when they wish to view it. As the second weekly lecture, scheduled Thursdays 16:30-17:20 builds on the video, students should always watch the first lecture prior to the second in a given week. The Thursday lectures are synchronous. The standard weekly format will be that the first lecture provides a theoretical overview of the phenomenon we are discussing, while the second lecture applies these theoretical insights to a particular case or range of cases. The fourth section of the course is an exception, in that both lectures will be dedicated to two cases that push the boundaries of genocide studies.

In addition to lectures, there is a mandatory online tutorial. Tutorials are intended to further discuss readings and course themes with your peers. Additional tutorial expectations will be provided by your respective TA.

## **Course Evaluation – Overview**

1. [Avenue to Learn](#) Participation (10%), ongoing
2. Film Review (15%), due October 22, 2021
3. Research Essay (30%), due December 3, 2021
4. Final Exam (25%), scheduled by the Registrar's Office
5. Tutorials (20%), ongoing

## **Course Evaluation – Details**

### **Avenue to Learn Participation (10%), ongoing**

One of the greatest challenges of an online course is maintaining contact with both the instructor and your peers. To this end, the course will have an online discussion section, in addition to that which takes place during tutorials. The way this will work is as follows:

Every other week, starting with week three (Week of Sept 20), students will be responsible for posting either a question or response to an existing question on the Avenue discussion page. Responses should be uploaded by Wednesday at midnight each week. Questions can be based on lectures, readings, or both. Responses to questions, and the questions themselves, must be on-topic and respectful. Failure to do so will not be tolerated. Contributions will be graded on a pass/fail basis each week.

Tutorial sections will alternate weeks in which they will respond (ie: half the class will respond one week, followed by the second half the following week). This schedule breaks down as follows:

*Week 3:* Tutorials 1 and 2 (sections meeting on Wednesday)

*Week 4:* Tutorials 3 and 4 (sections meeting on Thursdays)

*Week 5:* T01 and T02

*Week 6:* T03 and T04

*Week 7:* T01 and T02

*Week 8:* T03 and T04

*Week 9:* T01 and T02

*Week 10:* T03 and T04

Responses are not necessary following Week 10 – this is a good time to maximize time working on papers or prepping for tests, in both this course and others.

### **Film Review (15%), due October 22, 2021**

These re-enactments, and accounts of the participants shown in the film, is the “primary evidence” from which students will evaluate differing theories of participation in mass violence that we have read and discussed in class (esp weeks 4-5). Students are to select which theory/reason for participation best explains why those featured in the film participated in the mass violence. Papers should explain how their chosen theory explains participation in general, before applying this theory to those featured in the film. The response paper should be approximately 750 words (excluding bibliography), and all sources (including theoretical materials) must be cited properly. All assignments should include a bibliography.

More information on this assignment will be provided in week 2, while the assignment is due Oct 22.

\*Warning: This film does include disturbing content, including frank discussions of killing and sexual violence by perpetrators. The film also shows significant emotional responses to violence that can be distressing. If you are not comfortable viewing this film, I can provide alternative materials on which to base the assignment (in this case interviews with a different set of perpetrators in the 1965-66 Killings in a different province).

### **Research Essay (30%), due December 3, 2021**

Students are asked to write a 2,000 word research paper, due the final class of the semester. A list of potential topics will be provided in the second week of class. Additional topics may be chosen pending approval by the instructor. Good papers should articulate a clear research question, as well as a most-likely answer to this (central argument). Papers should also consider at least one alternative explanation to their research question. More detailed instructions will be provided in lecture and will be subsequently uploaded to the course page.

### **Final Exam (25%), to be scheduled by the Registrar.**

This exam will be open book.

### **Tutorials (20%), ongoing**

Tutorial discussions are an important component of this course. Tutorial grades will be assessed based on a combination of attendance and participation, with half the grade in a given session being allocated to each. Participation is assessed on the *quality* of contributions – those that are relevant to the discussion and engage with course materials (including the readings). An additional part of participation is active listening: respectfully listening to your peers and ensuring things like phones are not a barrier to group discussion. Tutorials for the class start in week 3, and continue through week 13.

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

### **Week 1 (SEP 9) Introduction to course and syllabus**

PART I: Key Concepts

*Synchronous Lecture Sept 9 only*

No readings

NOTE: No tutorials

### **Week 2 (SEP 13 and 16) Contested Meanings**

Case: Spanish Conquest of the Americas

*Asynchronous lecture posted Sept 13; Synchronous lecture Sept 16*

Readings:

Straus, Scott. 2001. "Contested meanings and conflicting imperatives: A conceptual analysis of genocide" *Journal of Genocide Research* 3 (3): 349-375.

Odello, Marco. 2020. "Genocide and culture: Revisiting their relationship 70 years after the Genocide Convention" in *The Concept of Genocide in International Criminal Law: Developments after Lemkin* edited by Piotr Lubinski and Marco Odello. Abington, Oxon: Taylor and Francis.

The United Nations. "Convention on the Prevention and Punishment of the Crime of Genocide" available at: [http://www.un.org/en/genocideprevention/documents/atrocities-crimes/Doc.1\\_Convention%20on%20the%20Prevention%20and%20Punishment%20of%20the%20Crime%20of%20Genocide.pdf](http://www.un.org/en/genocideprevention/documents/atrocities-crimes/Doc.1_Convention%20on%20the%20Prevention%20and%20Punishment%20of%20the%20Crime%20of%20Genocide.pdf)

NOTE: no tutorials

### **Week 3 (SEP 20 and 23) Identity and its importance**

Case: Cultural Revolution

*Asynchronous lecture posted Sept 20; Synchronous lecture Sept 23*

Readings:

Brubaker, Rogers. 2002. "Ethnicity without groups" *European Journal of Sociology* 43(2): 163-189

Oberschall, Anthony 2000. "The manipulation of ethnicity: from ethnic cooperation to violence and war in Yugoslavia" *Ethnic and Racial Studies* 23(6): 982-2001

Avenue to Learn participation begins

NOTE: tutorials begin

**Week 4 (SEP 27 and 30) Who participates and why?**

PART 2: Participation and the Local

Case: Bosnian War

*Asynchronous lecture posted Sept 27; Synchronous lecture Sept 30*

Readings:

Straus, Scott. 2007. "What Is the Relationship between Hate Radio and Violence? Rethinking Rwanda's "Radio Machete"" *Politics & Society* 35(4): 609-637

Mann, Michael. 2000. "Were the Perpetrators of Genocide "Ordinary Men" or "Real Nazis"? Results from Fifteen Hundred Biographies" *Holocaust and Genocide Studies* 14(3). 331-366

**Week 5 (OCT 4 and 7) "Meso" level explanations: local dynamics**

Case: Rwanda

*Asynchronous lecture posted Oct 4; Synchronous lecture Oct 7*

Readings:

Fujii, Lee Ann. 2008. "The Power of Local Ties: Who killed in Rwanda's Genocide" *Security Studies* 17(3): 568-597.

Chandra, Siddharth. 2019. "Glimpses of Indonesia's 1965 Massacre through the Lens of the Census: The Role of Trucks and Roads in 'Crushing' the PKI in East Java" *Indonesia* 108, 1-21.

**Week 6 (Oct 11-17, 2021) Mid-Term recess, NO CLASS**

**Week 7 (OCT 18 and 21) Regime Type**

Part 3: Why Genocide? States, Ideology, and Leadership

Case: The Holocaust

*Asynchronous lecture posted Oct 18; Synchronous lecture Oct 21*

Readings:

Harff, Barbara. 2003. "No Lessons Learned from the Holocaust? Assessing Risks of Genocide and Political Mass Murder since 1955" *American Political Science Review* 97(1): 57-73.

Mann, Michael. 2004. *Dark Side of Democracy: Explaining Ethnic Cleansing*. Cambridge: Cambridge University Press. [The Argument: 1-33]

NOTE: Film Review due October 22

### **Week 8 (OCT 25 and 28) Ideology**

Case: Khmer Rouge in Cambodia

*Asynchronous lecture posted Oct 25; Synchronous lecture Oct 28*

Readings:

Kiernan, Ben. 2007. *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. New Haven: Yale University Press [chapter 1: 1-40 \*just skim legal definitions\*]

Jacobs, Rachel. 2020. "Married by the Revolution: Forced Marriage as a Strategy of Control in Khmer Rouge Cambodia" *Journal of Genocide Research*

### **Week 9 (NOV 01 and 04) Leadership and Threats**

Case: Armenian Genocide

*Asynchronous lecture posted Nov 1; Synchronous lecture Nov 4*

Readings:

Gagnon, V.P. 2004. *The Myth of Ethnic War: Serbia and Croatia in the 1990s*. Ithaca: Cornell University Press. [Chapter 1]

Valentino, Benjamin. 2005. *Final Solutions: Mass Killing and Genocide in the Twentieth Century*. Ithaca: Cornell University Press. [Chapter 3].

### **Week 10 (NOV 8 and 11) Politicide: Indonesia**

Part 4: Non-Canon Case Studies

*Asynchronous lecture posted Nov 8; Synchronous lecture Nov 11*

Readings:

Robinson, Geoffrey. 2018. *The Killing Season: A history of the Indonesian Massacres, 1965-66*. Princeton: Princeton University Press. Introduction: 3-26



Winward, Mark. 2021. "Intelligence Capacity and Mass Violence: Evidence from Indonesia" *Comparative Political Studies* 54(3-4): 553-584.

**Week 11 (NOV 15 and 18) Cultural Genocide: Canada'**

*Asynchronous lecture posted Nov 15; Synchronous lecture Nov 18*

Readings:

Hamilton, Scott. 2015. "Where are the Children Buried" Report for The National Centre for Truth and Reconciliation. Available at <https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/05/AAA-Hamilton-cemetery-FInal.pdf>

\*See also attached figures: <https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/05/AAA-Hamilton-Report-Illustrations-final.pdf>

*Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada.* [Introduction]. Available at [https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive\\_Summary\\_English\\_Web.pdf](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf)

**Week 12 (NOV 22 and 25) Intervention Prevention**

Part 5: Accountability and Prevention

Case: East Timor

*Asynchronous lecture posted Nov 22; Synchronous lecture Nov 25*

Readings:

Robinson, Geoffrey. 2010. *"If you leave us here we will die": How genocide was stopped in East Timor.* Princeton: Princeton University Press [Introduction: 1-20 AND Chapter 9: 185-204].

Pape, Robert. 2012. "When Duty Calls: A Pragmatic Standard of Humanitarian Intervention," *International Security* 37 (1): 41-80.

NOTE: no graded avenue participation

**Week 13 (NOV 29 and DEC 2) Trials and Reconciliation**

Case: Post-Genocide Rwanda

*Asynchronous lecture posted Nov 29; Synchronous lecture Dec 2*

Readings:

Clark, Janine. 2012. "The 'crime of crimes': genocide, criminal trials and reconciliation" *Journal of Genocide Research* 14(1): 55-77.

Thomson, Susan. 2011. "The Darker Side of Transitional Justice: The Power Dynamics Behind Rwanda's Gacaca Courts" *Africa* 81(3): 373-90.

NOTE: Final paper due, December 3

## **Week 14 (DEC 6) Wrap up**

*Asynchronous lecture posted Dec 6*

*No readings*

## **Course Policies**

### **Submission of Assignments**

All assignments should be submitted online. Late assignments will be penalized 3% per day, including weekends. In general, we aim to return all assignments within two weeks. Late assignments will not be accepted once graded work is returned. This course also uses Turnitin.com to monitor academic integrity. A full statement regarding academic integrity and the use of Turnitin can be found in the appendix section of the syllabus.

If you wish to appeal a grade, the first step is to contact your respective TA and submit (via email) a one page, maximum, justification for why the grade assigned does not fairly reflect the merits of the submitted assignment. This justification should directly engage with the comments on the initial submission. Upon receiving this, the TA may (or may not) adjust the grade. Grade appeals must be made within 2 weeks of receiving your grade. Appeals after this deadline will not be considered.

If you still feel the grade is unjustified after making an appeal to your TA, you may appeal directly to me. To do so, you would need to send your original appeal, your TA's response, and a further summary explaining why this response is inadequate. I will make the decision to issue a re-grade on a case-by-case basis, and will re-grade the paper myself. Note this may result in an increased, decreased, or identical grade.

### **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-

<b>MARK</b>	<b>GRADE</b>
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

### **Late Assignments**

Late assignments will be penalized 3% per day, including weekends.

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

McMaster Student Absence Form (MSAF): 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”.

### **Courses With An On-Line Element**

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### **Online Proctoring**

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

### **Authenticity / Plagiarism Detection**

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be

assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### **Copyright and Recording**

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

### **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 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.

### **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. **It is your responsibility to understand what constitutes academic dishonesty.**

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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

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.

### **Conduct Expectations**

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms

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

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

### **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.

### **Extreme Circumstances**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.