Tufts University Peace and Justice Studies Program
PJS 150-03 Genocide
Spring 2012
Tues & Thurs 4:30-5:45 Eaton 123

Dr. Laura Fowler Graham
Office hours: Tues 3:30-4:30 Eaton 105
Contact:

Course Description: This course examines the causes, consequences, prevention and resolution of genocide and mass violence from a global perspective. A case study approach will illustrate theoretical and empirical components of genocide and its resolution, identifying universal themes such as: gender, sexual violence, restorative justice and transitional justice, human rights, conceptualizations of peace, social movements and civic engagement, memory and memorialization. Students will be encouraged and expected to critically engage with the case studies in order to develop a cohesive understanding of the causes of genocide. This course will meet twice weekly and will consist of classroom lectures, discussions, presentations and interactive mediation simulations so that students will be critically engaged in understanding many of the major social, cultural, political, historical and economic developments that have led to genocide and mass violence. Throughout the semester, students will be encouraged to evaluate competing points of view and offer their own ideas for practical solutions and compromises to complex questions.

Required Texts:

Supplementary Reading: Selected supplementary readings will be available either online/Trunk, in the library, by .PDF or will be reserved for students to make photocopies.

Useful websites:
- Global Center for the Responsibility to Protect: http://www.globalr2p.org/
- Genocide Watch: http://genocidewatch.org/
- Human Rights Watch: http://www.hrw.org/
- Holocaust Committee on Conscience: http://www.ushmm.org/genocide/
- Online Encyclopedia of Mass Violence: http://massviolence.org/
- International Center for Transitional Justice: http://ictj.org/
- International Criminal Tribunal Yugoslavia: http://www.icty.org/
- Yale Genocide Studies Program: http://www.yale.edu/gsp/

**Course Assignments and Grading:**

- Essay 1 15%
- Essay 2 15%
- Oral Presentations 20%
- Mediation Simulation 20%
- Final Exam 20%
- Participation 10%

**Graded Assignments:**

**Essay 1 Topic:** What is genocide and why are cases of mass murder sometimes not defined as genocide by international state actors? What are the responsibilities for states and institutions to act when genocide is clearly visible to the international community?

- 2000 words excluding references – due **Tues February 5th** in class

**Essay 2 Topic:** To what extent do social movements encourage the onset of mass violence and genocide? Alternatively, to what extent do social movements encourage the prevention and/or resolution of genocide and mass violence? Give concrete examples where social movements have been employed as agents of change towards the onset of or prevention of genocide.

- 2000 words excluding references – due **Tues March 5th** in class

**Oral Presentations:** Students will be assigned to groups of 4-5 members and will be tasked with giving a 20 minute oral presentation on a historical or current case study of genocide, combined with a 3-4 page report explaining briefly: 1) the context of the case study and why it is genocide; 2) historical, cultural, social, political and/or economic factors that contributed to genocide; 3) an overarching theme associated with the case study – e.g. gendered sexual violence or societal amnesia; 4) a theoretical explanation for the causes of genocide; 5) how the case study contributes to our understanding of causes, consequences, prevention and resolution of genocide; and 6) bibliography. Each group member must speak during the oral presentation and must also author some component of the report in order to receive full marks. Each group
will be given the liberty to choose their case study, and the chosen case study may include cases of mass murder that have not been internationally recognized as genocide. If a group chooses a case that is not generally recognized as genocide, the onus is on the group to justify why the case is genocide, based on the information learned in this course.

-20 min presentation (PowerPoint or similar visual aid recommended) & 3-4 page report excluding references.

-Presentations will begin Thurs April 4th and will be scheduled on each Tues and Thurs thereafter until April 18th. Each group is at liberty to choose which date they prefer to give their presentation. Slots will be available on a first come first served basis.

-Indicative bibliographies are due on Thurs March 14th.

**Mediation Simulation:** Students will be divided into small groups and will be tasked with representing the interests of their assigned group in a conflict mediation simulation based on the conflict in Burma/Myanmar. Each group will be assigned a role based on the key actors involved in the conflict resolution process – e.g. warring ethnic groups, civil society organizations, international organizations, state actors and international actors, track-two diplomats, etc. The mediation simulation will be moderated by Dr. Graham and other students and faculty may be invited to attend the simulation as a learning exercise. Students will be given the details of their assigned roles before Spring Break so that they will have adequate time to prepare for the mediation simulation by learning about the roots of the conflict and the objectives for their assigned roles. The simulation will be held on the last day of class, Thurs April 25th, and the final half hour of the class will be utilized to draft an outcome document – e.g. the final resolution agreement. You will be assessed based on your participation in the simulation and you will also submit, at the beginning of the simulation, a 1-2 page report that briefly explains what role your group is representing, an explanation of your objectives for conflict resolution in the simulation and any bibliographic material used to inform this role. Attendance for the simulation is compulsory and failure to attend will result in zero for this assignment.

**Final Exam:** The final examination will be held during exam week and will consist of a selection of essay topics based on the topics covered throughout the semester. Students will choose two essays and will write their answers in examination booklets during the allotted exam time. No outside materials such as textbooks or notes will be allowed in the exam room during examination.

**Participation:** Students will be assessed on their participation in class discussions, Trunk discussions and especially on their participation in the mediation simulation at the end of the semester. Regular class attendance is expected and if a student is absent for 4 or more scheduled classes for this course, that student will receive a zero mark for participation. In the event that a
student is absent from class, the student must email the teacher, in advance or soon after the missed class to explain their absence and request information on missed assignments, etc. All absences must be authorized as “excused” absences to prevent a mark reduction. Excused absences are those whereby the student was prevented from attending class due to a medical documented injury or illness, family bereavement, court attendance/jury duty, incapacitation or death.

**Extra Credit:** There is an option to earn up to 10 marks towards graded assignments for completing extra credit tasks. These will be announced at regular intervals and may include writing critical summaries of a documentary film, writing a critical review of an article or book, etc. Each extra credit assignment can earn up to 2.5 marks and can be used towards any graded assignment. Students must clearly indicate to the professor by the end of the final examination period which assignments they wish to apply extra credit marks towards.

**Course Outline and Class Schedule:**

**Week 1: Introduction to PJS 150-03 Genocide** (Thurs 1/17)
Course description, objectives and expectations explained.
*Homework Assigned reading:
- *The Slippery Slope to Genocide* Chapter 1 – The Problem (Zartman and Anstey)

**Week 2: What is genocide?** (T 1/22 & R 1/24)
Introduction to definitions, discussion on when it is genocide vs. mass murder – discussion topic: Syria – civil war or genocide?
*Assigned reading:
- *The Slippery Slope of Genocide: Chapter 2 – The roots and prevention of genocide and related mass violence* (Staub)

**Week 3: Genocide and International Law** (T 1/29 & R 1/31)
Introduction to legal definitions, requirements to act and prosecution
*Assigned reading:
- Oxford Handbook: Chapter 7 – The Law and Genocide (Schabas)
- Slippery Slope Chapter 14 - Evolving International Law of Intervention and Prevention (Cede)

Supplementary Reading:

Assignments: Oral presentation groupings announced & students are encouraged to begin meeting with groups regularly.

**Week 4:** Theoretical explanations of causes of genocide & case studies (T 2/5 2/7)

Introduction to selected theories (Colonialism and Imperialism)

Case study 1: Herero Genocide (present day Namibia)

Case study 2: Jewish Holocaust (Germany)

*Assigned reading:

Supplementary Reading:
- Herero Heroes (Gewald) in library.
- Maus vols 1 & 2 (Spiegelman) in library

**Essay 1 Due 2/5.**

**Week 5:** Theory and case studies continued (T 2/12 & 2/14)

Introduction to selected theories (Extremist Ideology and Group Legitimacy)

Case study 3: Rwandan Genocide (focus: group legitimacy and role of media)

*Assigned reading:
- Oxford Handbook Chapter 28 – War and Genocide in Africa’s Great Lakes Region since Independence (McDoom)

Supplementary Reading:
- The Media and the Rwanda People (Thompson and Annan).
- Yale Genocide Studies Program website Available at: [http://www.yale.edu/gsp/rwanda/index.html](http://www.yale.edu/gsp/rwanda/index.html).

**Week 6:** Theory and case studies continued (T 2/19)

Introduction to selected theories (Ethnic Cleansing and Gendered Violence)

Case study 4: Bosnian Genocide (Former Yugoslavia) (focus: ethnic cleansing, group legitimacy and insecurity and gendered violence)

*Assigned reading:

Supplementary Reading:
Surviving the Bosnian Genocide: The women of Srebrenica speak (Leydesdorff) Available in library.
Bosnia Remade: Ethnic Cleansing and Its Reversal (Toal and Dahlman).

Week 7: Societal consequences & restoration after genocide (T 2/26 & R 2/28)
Introduction to selected theories (social movements in peacemaking)
Case study 5: Sudanese genocide and reconstruction (grassroots movements for peace – e.g. “Save Darfur” – and grassroots civic engagement in writing South Sudan’s constitution).
Case study 6: Madres de la Plaza de Mayo during Argentina’s Dirty War (focus on feminist social movement and recognition).
*Assigned reading:
Supplementary Reading:

Week 8: Societal consequences & restoration after genocide (T 3/5 & 3/7)
Introduction to selected theories (societal amnesia, collective memory, storytelling)
Case study 7: Spanish Civil War (from societal amnesia towards the reconstruction of collective memory)
Broken narratives and the need for an agreed memory: Northern Ireland and South African experiences of storytelling as collective memory.
*Assigned reading:
- Slippery Slope Chapter 5 - Negotiating Memories and Justice in the Philippines (Penetrante)
Supplementary Reading:
- “Memory, Metaphor and the Triumph of Narrative” (Ndebele)
- Working Through Memory (Ferran).
Essay 2 due 3/5.

Week 9: Societal consequences & restorative justice after genocide (T 3/12 & R 3/14)
Introduction to truth recovery and its outcomes (truth commissions and societal/interpersonal reconciliation)
Case study 8: South African TRC (focus on the trouble with establishing one agreed truth and conceptions of forgiveness and reconciliation).
Case study 9: Guatemalan TC (problems with determining how to remember after genocide).
*Assigned reading:
- Selections from SATRC Report and Guatemalan TC Report Memory of Silence.
- Unspeakable Truths (Hayner) Selected chapters.
- “Should we remember? Recovering Historical Truth in Guatemala” (Cabrera).

Supplementary Reading:
- Just and Unjust Peace: An Ethic of Political Reconciliation (Philpott)

Indicative bibliographies for group presentations due Thurs 3/14.
Mediation Simulation groups & roles assigned.

Week 10: Spring Break

Week 11: Approaches & challenges to prevention & resolution (T 3/26 & R 3/28)
Who are the victims? Who are the perpetrators? Introduction to “gray” theories of victimhood and blurring the boundaries of victims and perpetrators. Three conflicts for discussion: Northern Ireland, Israel-Palestine and Sri Lanka.
* Assigned reading:
- Selected chapters from The Jew as Pariah (Arendt).

Supplementary Reading:
- Creating Peace in Sri Lanka: Civil War and Reconciliation (Rotberg) selected chapters.

Possible guest speaker from ICTY.

Week 12: Approaches & challenges to prevention & resolution (T 4/2 and R 4/4)
Lederach’s “Transformative Peacemaking” in theory and in practice. Practical approaches (using Lederach’s model) to conflict transformation.
* Assigned reading:
- Lederach: http://www.beyondintractability.org/bi-essay/transformation
- Building Peace: Sustainable Reconciliation in Divided Societies (Lederach).
Group presentations begin Thurs 4/4 in last half hour of class.

Week 13: Approaches & challenges to prevention & resolution (T 4/9 and R 4/11) Mediation and negotiation methods
UN Peacekeeping successes and failures in Rwanda and Cambodia
Track-two diplomacy strengths and limitations in former Yugoslavia and Cyprus
* Assigned reading:
- The Slippery Slope to Genocide: Chapter 10 – Mediation and Identity Conflicts (Smilovitz)
- The Slippery Slope: Chapter 16 – Between Mediation and Negotiation Interventions in Identity Conflicts (Meerts and Coulaloglou)

Group presentations continue on Tues 4/9 and Thurs 4/11.
Week 14: **Approaches & challenges to prevention & resolution** (T 4/16 and R 4/18)
Conflict mediation, dialog, and transitional justice
The limitations of prosecuting perpetrators after “peace” and transitional justice mechanisms in Rwanda and Burundi.
Towards a Humanitarian approach to conflict mediation and dialogue, practical examples.
*Assigned reading:
- *Slippery Slope to Genocide: Chapter 17 – Negotiating Out of Conflict: External Interventions in Africa* (Anstey)
- *Unspeakable Truths* (Hayner) selected chapters. Available in library.
Supplementary reading:

Group presentations continue on Tues 4/16 and Thurs 4/18.

Week 15: **Conclusions** (T 4/23 and R 4/25)
A discussion session for students to voice their own conclusions on the causes, consequences, prevention and resolution of genocide and mass murder.
A summary of salient course components to be reviewed for the final exam.
*Assigned reading:
- *Slippery Slope to Genocide: Chapters 18-19: Lessons for Theory and Lessons for Practice* (Zartman and Anstey) (Anstey and Meerts)

**Conflict Mediation Simulation Burma/Myanmar Thurs 4/25 in class.**

Week 16: **Reading Week** (no class)

Week 17: **Final Exam** (**Date TBC**)

**Extra Credit Assignments:**
- Write a critical review of *Night* (Wiesel), available in library. Email to LG by Fri 2/22 11:59pm.

- Watch Video *I came to testify* http://www.pbs.org/wnet/women-war-and-peace/full-episodes/i-came-to-testify/ . Write 1 pg summary of what you learned from the video and email to (LG email) by Fri 2/22 11:59pm.


- Watch Las Madres de la Plaza film and write 1-2 pg. summary of what you learned. Email LG by Fri 2/29 11:59 pm.