

INTS 325 01 – SPRING 2006

GENOCIDE: AN INTERDISCIPLINARY PERSPECTIVE

Name of Instructor: Adam Jones (adam.jones@yale.edu)

Days and Times of Meetings: Tuesday & Thursday, 9:30-10:20 a.m.

Room: Luce Hall 101 (auditorium)

Day, Time, and Place of Office Hours: Tuesday & Thursday, 10:30 a.m.-12 noon, or by appointment

Office: Rm. 147, African Studies, YCIAS (Ground Floor)

PURPOSE OF THE COURSE AND COURSE GOALS

Genocide is one of humanity's greatest and most enduring scourges. In the contemporary age, it provokes intense public interest and policy debate. However, the subject of genocide is also attended by considerable complexity, controversy, and ambiguity. This course aims to provide students with a conceptual and historical overview of genocide from a broad interdisciplinary perspective. It is designed for intermediate to advanced-level students.

Part One of the course provides an introduction to the subject and to genocide's relationship with imperialism, war, and social revolution. A range of empirical case studies is then considered in Part Two, along with some of the historical and philosophical debates they have sparked.

In Part Three, the course moves to analyze social-scientific contributions to genocide studies. These include contributions from psychology, sociology, anthropology, and gender studies. Particular attention will be paid to political science and international relations.

The final section of the course, Part Four, analyzes themes of memory and denial; mechanisms of justice and redress, including the evolving international law of genocide; and strategies of prevention and intervention.

It is anticipated that the student will emerge with a deeper and more nuanced understanding of genocide in the modern age. S/he should also be equipped to approach contemporary cases and debates with diverse analytical tools, and from a range of interdisciplinary perspectives.

TEXTS AND READINGS

The textbook is Adam Jones, *Genocide: A Comprehensive Introduction* (Routledge/Taylor & Francis, in press). The book is available as a course packet. In addition to the textbook, students should purchase Robert Gellately and Ben Kiernan, eds., *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge University Press, 2003), for the required readings it contains and as a useful supplementary source. A course packet with additional required readings will also be made available.

There are three books available for **optional** purchase in the Yale bookstore: Alex Alvarez, *Governments, Citizens, and Genocide*; Frank Chalk and Kurt Jonassohn, *The History and Sociology of Genocide*; and Adam Jones, ed., *Genocide, War Crimes & the West*. Students

interested in reading beyond the course material may consult the suggestions for “Further Reading” at the end of each chapter of *Genocide: A Comprehensive Introduction*, particularly those for Chapter 1.

COURSE EVALUATION PROCEDURES

The major assignments for the course consist of two papers (each 10-12 pages double-spaced, worth 30% of the final grade) and a final exam (worth 40%).

In the first term paper assignment, students will explore a thematic/theoretical aspect of genocide (for example: definitions of genocide; the drafting of the UN Genocide Convention; the question of genocidal intent; the role of the Jewish Holocaust in genocide studies and/or the issue of Holocaust “uniqueness”; the relationship between genocide and war; a particular social-scientific perspective on genocide). The second term paper should compare and contrast at least two cases of genocide, drawn from those examined in the course or from the student’s own interests. Papers should be argumentative – i.e., with a thesis clearly defined and explored – not merely descriptive. A handout will be provided with more details about the term paper assignments early in the course.

NOTE: Plagiarism is unacceptable, and will result in papers being rejected and given a zero grade. Students should ensure they are aware of Yale regulations surrounding plagiarism: see <http://www.yale.edu/yalecollege/publications/uregs/appendixes/cheating.html>.

COURSE SCHEDULE

Part One: Genocide in Historical Context

Week 1 – January 10 & 12, 2006

The Origins of Genocide

Required readings:

- (1) *Genocide: A Comprehensive Introduction*, Introduction & Chapter 1.
- (2) “Convention on the Prevention and Punishment of the Crime of Genocide” (United Nations, December 9, 1948).
- (3) Benjamin Whitaker, “Revised and Updated Report on the Question of the Prevention and Punishment of the Crime of Genocide” (The Whitaker Report) (United Nations, July 1985 (excerpts)).
- (4) Omer Bartov, “Seeking the Roots of Modern Genocide: On the Macro- and Microhistory of Mass Murder,” ch. 4 in Robert Gellately and Ben Kiernan, eds., *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge: Cambridge University Press, 2003), pp. 75-96.

Week 2 – January 17 & 19, 2006

The Origins of Genocide (cont’d.); Imperialism, War, and Social Revolution

Required readings:

- (1) *Genocide: A Comprehensive Introduction*, chapter 2.

- (2) Martin Shaw, “Genocide as a Form of War,” ch. 2 in Shaw, *War & Genocide* (Cambridge: Polity Press, 2003), pp. 34-53.
- (3) James C. Scott, “The Revolutionary Party: A Plan and a Diagnosis,” ch. 5 in Scott, *Seeing Like A State: How Certain Schemes to Improve the Human Condition Have Failed* (New Haven, CT: Yale University Press, 1998), pp. 147-79.

Part Two: Cases of Genocide

Week 3 – January 24 & 26, 2006

Genocides of Indigenous Peoples; Tibet under Chinese Rule

Required readings:

- (1) *Genocide: A Comprehensive Introduction*, chapter 3, box text 3a
- (2) Elazar Barkan, “Genocides of Indigenous Peoples: Rhetoric of Human Rights,” ch. 6 in Kiernan & Gellately, eds., *The Specter of Genocide*, pp. 117-40.
- (3) Daniel Wilkinson, “The Terrorists,” in Wilkinson, *Silence on the Mountain: Stories of Terror, Betrayal, and Forgetting in Guatemala* (Boston, MA: Houghton Mifflin, 2002), pp. 307-36.

Week 4 – January 31 & February 2, 2006

The Armenian Genocide, 1915-17; The Anfal Campaign against the Kurds; Stalin’s Terror; Chechnya

Required readings:

- (1) *Genocide: A Comprehensive Introduction*, chapter 4 & 5, box texts 4a and 5a
- (2) Ronald Grigor Suny, “Rethinking the Unthinkable: Toward an Understanding of the Armenian Genocide,” in Suny, *Looking toward Ararat: Armenia in Modern History* (Bloomington, IN: Indiana University Press, 1993), pp. 94-115.

Week 5 – February 7 & 9, 2006

The Jewish Holocaust

Required readings:

- (1) *Genocide: A Comprehensive Introduction*, chapter 6
- (2) Wolfgang Sofsky, “The *Muselman*” and “The Death Factory,” chs. 17 & 22 in Sofsky, *The Order of Terror: The Concentration Camp*, trans. William Templer (Princeton, NJ: Princeton University Press, 1997), pp.199-205, 259-75.

Week 6 – February 14 & 16, 2006

The Nazis’ Other Victims; The Question of Holocaust “Uniqueness”

Required readings:

- (1) *Genocide: A Comprehensive Introduction*, box text 6a
- (2) Steven T. Katz, “On Defining Uniqueness,” in Katz, *The Holocaust in Historical Context, vol. 1: The Holocaust and Mass Death before the Modern Age* (New York: Oxford University Press, 1994), pp. 27-63.
- (3) David Stannard, “Uniqueness as Denial: The Politics of Genocide Scholarship,” ch. 13 in Alan S. Rosenbaum, ed., *Is the Holocaust Unique? Perspectives on Comparative Genocide*, 2nd edition (Boulder, CO: Westview Press, 2001), pp. 245-90.

Week 7 – February 21 & 23, 2006

Cambodia and the Khmer Rouge; East Timor; Bosnia & Kosovo; Bangladesh

Required readings:

- (1) *Genocide: A Comprehensive Introduction*, chapters 7 & 8, box texts 7a & 8a
- (2) Geoffrey Robinson, “If You Leave Us Here, We Will Die,” ch. 10 in Nicolaus Mills and Kira Brunner, eds., *The New Killing Fields: Massacre and the Politics of Intervention*, pp. 159-83.

Week 8 – February 28 & March 2, 2006

Rwanda; Congo & Darfur

Required readings:

- (1) *Genocide: A Comprehensive Introduction*, chapter 9, box text 9a
- (2) Linda Melvern, “The World Shuts the Door,” ch. 16 in Melvern, *A People Betrayed: The Role of the West in Rwanda’s Genocide* (London: Zed Books, 2000), pp. 186-209.

First paper due at beginning of March 2 class

SPRING RECESS

Part Three: Social Science Perspectives

Week 9 – March 21 & 23, 2006

Psychological Perspectives; The Sociology and Anthropology of Genocide

Required readings:

- (1) *Genocide: A Comprehensive Introduction*, chapters 10 & 11.
- (2) Alex Alvarez, “Lethal Cogs,” ch. 4 in Alvarez, *Governments, Citizens, and Genocide: A Comparative and Interdisciplinary Approach* (Bloomington, IN: Indiana University Press, 2001), pp. 86-108.
- (3) Zygmunt Bauman, “The Uniqueness and Normality of the Holocaust,” ch. 4 in Bauman, *Modernity and the Holocaust* (Ithaca, NY: Cornell University Press, 1999), pp. 83-116.

Week 10 – March 28 & 30, 2006

Political Science and International Relations

Required readings:

- (1) *Genocide: A Comprehensive Introduction*, chapters 11 & 12.
- (2) Leo Kuper, “The Sovereign Territorial State: The Right to Genocide,” ch. 9 in Kuper, *Genocide: Its Political Use in the Twentieth Century* (Harmondsworth: Penguin, 1981), pp. 161-85.
- (3) R.J. Rummel, “169,198 Murdered: Summary and Conclusion,” ch. 1 in Rummel, *Death by Government* (New Brunswick, NJ: Transaction Publishers, 1994), pp. 1-28.

Week 11 – April 4 & 6, 2006

Gender and Genocide; Memory, Forgetting, and Denial

Required readings:

- (1) *Genocide: A Comprehensive Introduction*, chapters 13 & 14.

- (2) R. Charli Carpenter, “‘Women, Children and Other Vulnerable Groups’: Gender, Strategic Frames and the Protection of Civilians as a Transnational Issue,” *International Studies Quarterly*, 49 (2005), pp. 295-334.
- (3) Elizabeth Jelin, “The Minefields of Memory,” *NACLA Report on the Americas*, 32: 2 (September-October 1998), pp. 23-29.

Part Four – The Future of Genocide

Week 12 – April 11 & 13, 2006

Justice, Truth, and Redress

Required readings:

- (1) *Genocide: A Comprehensive Introduction*, chapter 15.
- (2) Geoffrey Robertson, QC, “The International Criminal Court,” ch. 9 in Robertson, *Crimes Against Humanity: The Struggle for Global Justice* (New York: The New Press, 2000), pp. 324-67.

Week 13 – April 18 & 20, 2006

Genocide Intervention and Prevention

- (1) *Genocide: A Comprehensive Introduction*, chapter 16.
- (2) Michael Walzer, “Arguing for Humanitarian Intervention,” ch. 2 in Mills and Brunner, eds., *The New Killing Fields*, pp. 19-35.
- (3) Stephen Holmes, “Looking Away,” *London Review of Books*, November 14, 2002.

(Second term paper due at beginning of April 20 class; course evaluations; final exam to follow)