Course Syllabus HIS311G

History of Genocide

ECTS Credits: 6

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Course Description
The course will trace – through a judicious selection of key case studies – the ideological foundations and historical evolution of genocide from antiquity to the late 20th century. While the initial focus will be on Europe and/or European-driven genocide, for the 20th century, American, Asian and African cases will also be considered. The Shoah (or Holocaust) will be given special attention, due to its centrality (and historically unique status) within Genocide Studies. Lectures complement readings, focus on individual aspects of special interest or offer alternative interpretations, and expose students to key issues of scholarly debate. Two BBC documentaries and one BBC docu-drama will be viewed, providing visual material with commentary, enriching and deepening readings and lectures.

Course Prerequisites
HIS101P, HUM112 and 2nd year status.

Learning Objectives
(in terms of Knowledge)
1 Acquiring the knowledge and skills required for understanding, analyzing and assessing Core Processes, Complex Dynamics, Major Actors and Key Challenges of European and international Affairs.

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the cases with reference to the benchmark definition in the United Nations Convention on Genocide. Finally, they will have acquired a solid understanding of the ideological underpinnings of genocide and be able to analyze in how far each case fulfills – or in some instances deviates from – the fundamental determining criteria of agrarianism, racism, territorial expansionism, and the cult of antiquity.

**(in terms of SKILLS)**
7. Autonomous organizational skills and independence of thought that allows effective work processes - either through group work or individual work

8. Ability to communicate effectively key research findings on core issues of International Affairs

9. Ability to integrate the multidisciplinary knowledge and perspectives gained and to apply them in a coherent fashion to assessing major issues and processes in International Affairs

Students will refine, at the 300-level in greater depth of analysis, the crucial skill of historical criticism, building on the foundation of HIS101P and the practice of HIS201G. In addition, a new skill – that of a comparative-critical biographical approach (applied in the “Actors of Genocide”) assignment is added.

**(in terms of ATTITUDES)**
11. An international mind-set, multicultural openness.

12. A sense of professionalism, integrity and a self-critical attitude towards one's abilities, limits and constant urge for self-improvement

Through the drafting of research papers – and receiving feedback – students develop a critical attitude by assessing various kinds of scholarly sources of differing positions. In class discussion and presentations with professorial and peer feedback, they will develop a tolerant and open attitude towards constructive criticism.

**Course Schedule**
(Numbers = semester week)

1. Course introduction (Kiernan reading: Introduction)
   A. Syllabus. Scope of course.
   B. Choice of paper topics and presentations
   D. Lecture: Genocide – Ideological Foundations (Cult of Antiquity, Cult of Agriculture, Territorial Expansionism, Racism)

2. From Antiquity to the Conquistà (Kiernan reading: Chapters 1-2)
   A. Sparta and Rome
   B. The Spanish in the New World
3. The English in 16C Ireland (Kiernan reading: Chapter 5)
   A. Student bio presentations:
      1. Arthur Grey (14th Baron Grey de Wilton)
      2. Edmund Spenser
      3. Sir Henry Sidney
   B. Student source presentation:
      1. Extract of Spenser, A View of the Present State of Ireland (1596)

4. From Colonial North America to 19C United States: Native American Genocide (Kiernan reading: Chapters 6 and 8)
   A. Student bio presentations:
      1. Andrew Jackson
      2. Philip H. Sheridan
      3. John M. Chivington
   B. Student source presentations:
      1. Congressional Testimony by John Smith (1865)
         http://www.pbs.org/weta/thewest/resources/archives/four/sandcrk.htm
      2. Deposition by John M. Chivington (1865)
         http://www.pbs.org/weta/thewest/resources/archives/four/sandcrk.htm

5. Australia and the Aborigines (Kiernan reading: Chapter 7)
   A. Student bio presentations:
      1. George Arthur
      2. Angus McMillan
      3. John Batman

6. 19C/early 20C Genocides (Kiernan reading: Chapters 9-10)
   A. Europeans in Africa
   B. Turks in Armenia
   C. Student bio presentations:
      1. Theodor Leutwein
      2. Lothar von Trotha
      3. Clara Brockmann
      4. Mehmed Talaat Pasha
      5. Ismail Enver Pasha
   D. Student source presentations:
      1. Lothar von Trotha’s Aufruf an das Volk der Herero (1904)
         http://www.deutsche-schutzgebiete.de/von_trotha.htm
      2. Bryce Report into the Armenian Massacre (1915)
         http://www.firstworldwar.com/source/brycereport_armenia.htm

7. Midterm
   A. Exam given
   B. Exam returned and discussed
8. Nazi Genocide I (Kiernan reading: Chapter 11)
   A. Agrarian and racial-territorial-expansionist ideological preconditions: *Blut und Boden, Lebensraum*
   B. Student bio presentations:
      1. Richard Walther Darré
      2. Heinrich Himmler
   C. Student source presentations:
      1. Hitler’s *Obersalzberg Speech* (1939)  
      2. Heydrich’s Instructions to Chiefs of Einsatzgruppen (1939)  
         [http://www.jewishvirtuallibrary.org/jsource/Holocaust/heydrich_instructions.html](http://www.jewishvirtuallibrary.org/jsource/Holocaust/heydrich_instructions.html)
   D. BBC Documentary “The Nazis – A Warning from History” Nr. 4 “The Wild East” (50 min.)

9. Nazi Genocide II
   A. Biological-racial ideological preconditions: Social Darwinism, Eugenics, anti-Semitism
   B. Pre-War Marginalization and Terror: Nuremberg Laws and Kristallnacht
   C. Student bio presentations:
      1. Josef Goebbels
      2. Julius Streicher
   D. Student source presentations:
      1. Hitler, excerpt from *Mein Kampf* on “Nation and Race” (1925)  
         [http://www.csustan.edu/history/faculty/weikart/hitlermk.htm](http://www.csustan.edu/history/faculty/weikart/hitlermk.htm)
      2. Streicher, caricatures from *Der Stürmer* (1927-32)  

10. Nazi Genocide III
    A. Wartime Escalation: Ghettoes and Einsatzgruppen
    B. Student bio presentations:
        1. Odilo Globocnik
        2. Franz W. Stahlecker
    C. Student source presentations:
        1. Extracts from a Report by Einsatzgruppe A in the Baltic Countries (1941)  
           [http://www.jewishvirtuallibrary.org/jsource/Holocaust/Einsatz_Baltic.html](http://www.jewishvirtuallibrary.org/jsource/Holocaust/Einsatz_Baltic.html)
        2. Himmler’s Posen Speech (1943)  
    D. Film: BBC Docudrama “Conspiracy” (The Wannsee Conference) (90 min.)
11. Nazi Genocide IV
   A. Testing Industrial-Strength Genocide: The T4 “Euthanasia” Program
   B. Implementation: The KL-System and Ausschwitz
   C. Key Research Controversies
   D. Student bio presentations:
      1. Reinhard Heydrich
      2. Rudolf Höss
   E. Student source presentations:
      1. Nazi Extermination of People with Mental Disabilities (1940-41)
      2. Rudolf Höss’ Testimony at Nuremberg (1946)
         http://www.fordham.edu/Halsall/mod/1946hoess.asp
   F. BBC Documentary “The Nazis – A Warning from History” Nr. 5 “The Road to Treblinka” (50 min.)

12. Stalinist Terror (Kiernan reading: Chapter 13)
   1. Student bio presentation: Joseph Stalin
   B. Student source presentations:
      1. Memorandum on the Grain Problem (1932)
         http://www.loc.gov/exhibits/archives/k2grain.html
      2. Impact of Collectivization (1932)
         http://www.loc.gov/exhibits/archives/aa2feign.html

13. Maoist Terror (Kiernan reading: Chapter 14)
   A. Student bio presentation: Mao Zedong
   B. Student source presentation: Mao Zedong’s “Thought is the Telescope and Microscope of Our Revolutionary Cause” (1966)

14. Genocide in Cambodia and Rwanda (Kiernan reading: Chapter 15)
   A. Student bio presentations:
      1. Pol Pot (Saloth Sar)
      2. Théoneste Bagosora
      3. Ferdinand Nahimana
   B. Student source presentations:
      1. François Ponchaud: Cambodian, Ground Zero (1978)
         http://www.trumanwebdesign.com/~catalina/commandments.htm

15. Final (see posted schedule for date and room)

**Course Materials**
Reader to be purchased at Crazy Copy
**Course Assessment**
The students will be evaluated on the basis of their performance as follows:

- Biographical paper 20%
- Source paper 20%
- In-class participation 10%
- Midterm examination 20%
- Final examination 30%

**TOTAL** 100%

**Grading Scale of Vesalius College**
Vesalius College grading policy, in line with Flemish Educational norms, is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
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<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
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<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
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<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
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<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
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<tr>
<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
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<tr>
<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
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<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
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<tr>
<td>C-</td>
<td>11.5-12.2</td>
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<td>50-53</td>
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<td>F</td>
<td>Below 50</td>
<td>0-49</td>
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Further description of assessment activities **and Grading Criteria:**

**Written Assignments**

Criteria common to both papers,
1. 12pt Times New Roman, 1.5 space, 2.5cm margins
2. 2000 words (excluding Works Consulted list)
3. To be chosen from topics listed in course schedule
4. Topics must be chosen by the end of week 2
5. Each paper will use a minimum of seven secondary sources, of which a maximum of three may be web-based – and must be academic or comparable
6. References and bibliography will follow the Chicago Style (or comparable, if consistently applied, e.g. MLA). Parenthetical notes are not accepted
7. Papers will be submitted in two formats: hard copy for grading; e-copy for my files
8. Oral presentation of one of the two papers (professor will assign which one) in the appropriate class meeting, probably in a 2-person team (ca. 15 min; assessed on structure, clarity, delivery, PPT format)

**Biographical essay.** To be presented orally in class and handed in for evaluation, it will NOT attempt a *general* vita of the individual in question, but focus on those biographical elements clearly relevant to his involvement in genocide. It will consult a judicious array of standard specialized biographical and historical reference books, as well as scholarly biographies and appropriate manuals/monographs. The paper will be in essay form, with footnotes and Works Consulted list.
Source analysis. To be presented orally in class and handed in for evaluation, it will analyze the
document and draw on secondary literature for historical context, identification of key terms, and
interpretation. Students will consider the categories of historical criticism, i.e. authorship,
historical context, tendency, addressee, significance, reception. The paper will be in outline form
following the HIS101P model and will make use of standard specialized biographical and
historical reference books, as well as scholarly biographies and appropriate
manuals/monographs.

Grading Criteria
The following criteria will be applied in assessing your written work:
Evidence of understanding of the concepts, theories and ideas developed in the course.
Grades for papers are based on how far students meet the qualitative goals for each paper as
outlined in syllabus, reader, and class explanations.

The class participation grade will combine attendance, actual participation, and PPT assessment
in equal parts.

Examinations
Question format: short answer/essay; fill-in and identifications (people, events, concepts,
thories, definitions)
Distribution: ca. 90% from lectures and presentations, 10% from readings

Additional Course Policies

Due Dates
Bio Essay: first class meeting week 3
Source Analysis: first class meeting week 6
IMPORTANT NOTE: If your chosen paper’s presentation is before these default due dates, your
particular due date is moved forward to the class meeting of the week in which the presentation
is due. Presentations are, by default, in the 2nd class meeting (unless otherwise indicated by the
professor).

I will not accept late papers unless there are serious legitimate reasons. Provision of a signed
medical note is required. Papers must reach me or reception no later than 17:00 on the date due.
Exceptionally, to meet the deadline, papers may be submitted via email, but a hard copy must be
printed out and submitted for grading in the following class meeting. Papers not submitted as a
hard copy will not be graded.

Hard copies will be stapled. Do not place them in a plastic cover. Papers submitted as e-copies
will have the following file naming conventions:
Bio paper: Bio311_Lastname_Firstname (example: Bio311_Doe_John)
Sou paper: Sou311_Lastname_Firstname (example: Sou311_Doe_Mary)

Use the following format for the email subject line: “Your name. HIS311. Paper title.”
Important: papers not received as hard copies will not be graded!

Academic Honesty Statement
Academic dishonesty is NOT tolerated in this course.
Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.