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HSTR 391.50: Special Topics - Comparative Genocide

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HSTR 391:50

Comparative Genocide

Fall 2021

This is a fully-online asynchronous course delivered via UM Online and Moodle.

Please note that this syllabus is subject to change as necessary.

*The University of Montana acknowledges that we are in the
aboriginal territories of the Salish and Kalispel people.*

[Office Hours Zoom Link \(T/TH 12:30-1:30 MST\)](#)

Instructor's contact information:

[Professor Gillian Glaes](#) (pronouns: she/her/hers)

- Franke Global Leadership Initiative and the Department of History
- University of Montana-Missoula

Email: gillian.glaes@mso.umt.edu

Phone: Please text me at 406-624-9571.

Office: 259 Liberal Arts Building (history department wing/second floor)

- *Please maintain a professional demeanor in all interactions, including on email.*
- *Please remember to include the course number and title in your email subject line.*
- *Per UM-Missoula policy, students are required to communicate with professors via their UM email accounts. Please use your official UM email account in all correspondence.*

Office hours:

Tuesdays and Thursdays, 12:30 - 1:30 p.m. [via Zoom](#) and by appointment

- *If you cannot meet with me during my office hours, please let me know and we can schedule an appointment.*

Methods of communicating with students:

- Moodle, email, meetings, and phone
- The course syllabus: I also assume that you have read and understood the course syllabus.

Course overview:

HSTR 391:50: Comparative Genocide is a fully online, asynchronous course that investigates the history of genocide in comparative perspective. The course begins with an exploration of the definitions of genocide and what constitutes genocide. We will then look at pre-twentieth-century examples of mass violence, including those of the medieval and early modern period and those within the colonial context in the nineteenth and early twentieth centuries. The next phase of the class utilizes several case studies of genocide in Europe and around the world – from Armenia to Darfur – to think about key issues associated with genocide, from the role of perpetrators to the experiences of victims and survivors, the conditions that allow genocide to occur, the impact of genocide, and the search for justice, recognition, reconciliation, and commemoration in the aftermath of this kind of violence. Throughout the semester, we'll read secondary analyses of various genocides will also engaging with primary sources, including memoirs and testimonials of survivors, in order to further understand genocide from a first-hand perspective. This will not be an easy class, but it is an important one on a critical European and global issue.

Course objectives and learning outcomes:

This course will assist you in understanding:

- the definition of genocide
- the differences between mass violence, state-sponsored violence, and genocide
- the reasons for which genocide occurs
- how genocides are perpetrated
- the history of genocides in the twentieth century
- the perspectives and experiences of victims and perpetrators
- the search for justice, reconciliation, forgiveness, commemoration, and remembrance
- international responses to genocide, including that of the US

Online Learning/Learning Online:

You might be someone who has taken many online courses or this might be your first online class. Regardless of your background in online learning, I am excited that you are taking this course. That said, while this is an online course, it should challenge you intellectually and academically, just as a traditional class would.

Please be aware that you are responsible for reading and understanding the course syllabus and knowing the due dates for all assignments. Please keep in mind that changes to the syllabus can occur. Remember to look for announcements concerning the class on the course Moodle page and through the news forum. Make sure that you check your *UM email account* regularly for announcements, notices, etc.

To stay current with the class, I expect you to log onto the course Moodle page each week to access readings, videos, discussion forums, assignments, and other information. This will

enable you to remain engaged in the course materials and corresponding forums and assignments each week and throughout the semester. Remember to communicate regularly with me as the instructor, especially if you are experiencing challenges with the course material or with the technology that we are using (Moodle and various features in Moodle). Technology should assist you in completing and succeeding in this course – it should not be a barrier, nor should it be used as an excuse for incomplete coursework.

A best practice in online education is to carve out time in your schedule each week to work on the course, just as you would an “in-person” class. Be sure to create set times to work on the class each week and then stick to them. I do the same and it really helps me!

Expectations for student conduct: “netiquette” in an online class

There are rules and etiquette that apply to the online realm, just as there are in the rest of society.

As such, it is important for you to maintain a friendly, open, and professional demeanor. The other students in the course and I are your colleagues and will serve as tremendous resources for you as we work through the course material together. To nurture your rapport with others in the class, remember to maintain a collegial and a professional demeanor throughout the semester. Here is a link to UM’s [Student Conduct Code](#) – please see especially the section on “General Misconduct.” Please follow the [Student Conduct Code](#) and these rules and expectations throughout the semester.

The following are good practices and expectations for student conduct in this online class. To quote onlinecollege.net: *“Like all professional endeavors, successful performance in an online course depends on following certain standardized rules to achieve clear communication.”*

- Participate frequently. Studies show that the more students participate in an online class, the better they do. Put your ideas out there so that others may read them, understand them, and respond to them.
- Complete your work on time and make sure that you’re staying current with the syllabus each week.
- Conduct yourself on Moodle and in this online class as you would in real life. Respect others and remember that your fellow students are people. Be ethical, punctual, courteous, professional, compassionate, intellectually engaged, respectful, and enthusiastic.
- Remember that outside of a video call, you cannot see facial expressions, gestures, and other mannerisms that are important in communication while on Moodle. Tread lightly – avoid all caps, exclamation points, and/or purposely provoking your fellow students (or the instructor). If

you would not say it in person, please do not say it on Moodle, via email, or through other means of online, electronic communication.

- Represent yourself well online: make sure that your writing is grammatically correct and supported by sources offered through the class. Use clear, concise, academic, and professional language. Test for clarity – your paragraph might be clear to you, but it might not necessarily be clear to others. Stay focused on the topic at hand.
- Be collaborative and show a willingness to work with others. To quote onlinecollege.net:
“To be truly collaborative, it is important to share information, reveal tips you may have discovered, and respect the ideas of others.”

Failure to abide by UM’s Student Conduct Code and these rules of “Netiquette” will result in the appropriate penalties.

Technical Support

UMOnline contact information for technological issues:

Having trouble with Moodle? Unable to post or log in? Can’t submit assignments?

Avoid waiting until the last minute to contact [UM Online’s Help Desk](#) or me. If you are experiencing technical difficulties and need immediate assistance, contact [UMOnline](#):

- Email: umonline-help@umontana.edu
- Phone: 406.243.4999 or 866.225.1641 (toll-free)
- Web: [UM Online Technical Support](#)

Note: Firefox is the preferred internet browser for Moodle. For more information go to UMOOnline.

Academic honesty & academic integrity:

Issues with academic integrity, plagiarism, and/or cheating will be addressed according to the University of Montana-Missoula’s [Student Conduct Code](#) and, specifically, its policies regarding academic misconduct.

The Academic Misconduct policy within the [Student Conduct Code](#) defines misconduct as plagiarism, misconduct during an academic exercise, unauthorized possession or examination of course material, tampering with course materials, submitting false information, submitting work previously presented in another course, improperly influencing conduct, submitting or arranging substitution for a student during an examination or other academic exercise, facilitating academic misconduct, or altering academic documentation (transcripts, etc.).

I assume that you have read and understand these policies. I also assume that you will abide by them and conduct yourself in an ethical manner throughout the semester. Instances of

academic misconduct will be dealt with swiftly and in accordance with UM's policies. If you have any questions, please contact me.

Accessibility and accommodations:

The course materials, interactions, and policies are intended to accommodate all students. The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and The Office of Disability Equity. If you have a disability that requires accommodation, please contact me during the first week of the semester so that proper accommodations can be provided. For further information or if you feel that you have a disability for which you need accommodation, please contact:

[The Office of Disability Equity](#)

Lommasson Center, 154

Voice/text: (406) 243-2243

The University of Montana

Fax: (406) 243-5330

Missoula, MT 59812

Email: dss@umontana.edu

Web: [The Office for Disability Equity](#)

Required books:

(available for purchase at and through [The Bookstore at UM](#))

- Robert Gellately and Ben Kiernan, *The Specter of Genocide: Mass Murder in Historical Perspective*
- Bartolomé de Las Casas, *The Devastation of the Indies*
- Father Patrick Debois, *The Holocaust by Bullets*
- Shlomo Venezia, *Inside the Gas Chambers*
- Loung Ung, *First they killed my father: A Daughter of Cambodia Remembers*
- Selma Leydesdorff, *Surviving Bosnia: Women of Srebrenica Speak*
- Jean Hatzfield, *Machete Season: The Killers in Rwanda Speak*

- Mukesh Kapila, *Against a Tide of Evil*

(Other assigned readings will be available through the course Moodle page.)

Assignments:

5%

Moodle Tutorial

Due Date: 9/7

Please complete the Moodle tutorial available on the course Moodle page under week 1 and under assignments by Tuesday, September 7 by 9:00 a.m. This will familiarize you with Moodle

and online learning on Moodle and specifically with the “Snap” layout that we’re using. If you have used Moodle before, please use this as a refresher course – this is a required assignment and will count toward your final grade in the course.

25% Weekly Online Discussion Forums Due Date: Weekly

The weekly discussion forums will open by Monday morning and students will serve as discussion leaders at least once during the semester. Please see below for more information about leading discussion.

The forum posts will be based on the assigned readings each week. Please complete your first substantive post by Thursday (while also following specific instructions for that week), and your second substantive post and your two responses to other students by the following Monday morning at 9:00 a.m. Each week, you will post a minimum of 3 times: 1 substantive post in response to the readings and 2 replies to other students. Please keep in mind that there might be required posts beyond these, including during week 1 (the introductory forum). Please be advised that all forums include required participation throughout the semester.

Late forum posts will penalized as discussed below.

Assessment of the weekly forums:

Your forum posts will be graded each week on the following rubric:

18-20: A

EXCEPTIONAL & EXCEEDS REQUIREMENTS SET FORTH: Student’s forum posts express critical thinking about the assigned readings for the week. The forum posts directly reference many of the readings and online course materials, bringing them together in a thoughtful, thorough, and exceptional manner. Forum posts further the discussion. The student has met and/or exceeded the required number of forum posts for that week, which often include pictures and additional resources. All forum posts are well-written using complete sentences and correct spelling and grammar. The forum posts are submitted on time.

16-17: B

ABOVE AVERAGE & MEETS REQUIREMENTS SET FORTH: Student’s forum posts express critical thinking about the assigned readings for the week with direct references to some of the readings and other course materials, bringing them together in an above average manner. The student has met the required number of forum posts for that

week. All forum posts are written in an above-average way in complete sentences and include correct spelling and grammar. The forum posts are submitted on time.

14-15: C

AVERAGE: MEETS REQUIREMENTS SET FORTH: Student's forum posts express critical thinking about topics from the week, but with few references to the assigned readings and other course materials while adequately connecting course concepts. The student meets the number of forum posts required for this week. Most forum posts are written in complete sentences with proper grammar and spelling. The forum posts are submitted on time or one day late.

12-13: D

BELOW AVERAGE: DOES NOT MEET REQUIREMENTS SET FORTH: Student's forum posts contain speculative comments without support from the content of the course (e.g., assigned readings, lectures, etc.) or comments are not relevant to the week's readings. The minimum number of forum posts was not met. Forum posts are not properly written in terms of paragraphing, sentence structure, and/or grammar and spelling. The forum posts are submitted one or two days late.

0-11: F

DOES NOT MEET THE CRITERIA SET FORTH: The forum posts have no bearing on the course, are without relevance to that week's topic, are completed after the due date(s), are poorly written, do not meet the criteria set forth, or are not completed for that week. Or, the forum posts were submitted more than 3 days late.

10%

Discussion Facilitation

Once per Semester

At the start of the semester, please sign up to lead a discussion at least once during the semester on the course Moodle page.

As the discussion facilitator, you will write 3-4 discussion questions based on the assigned reading for one of our weekly discussion forums. You'll post them to your assigned forum by Monday noon, and then you will facilitate the discussion throughout the week on the discussion forum, replying to other students' posts and carrying the discussion forward. I'll be there to assist as well.

Please see the course Moodle page for an overview of the assignment and a resource on how to lead discussions.

Each discussion facilitator will be evaluated on the following scale:

9-10 = **Questions:** discussion leader or leaders have provided questions that lead the class to understand the significance of the readings. **Planning:** discussion is well planned demonstrating critical thinking about the assigned materials. **Content:** discussion questions require analysis rather than summary. **Form:** discussion leaders write clearly, express enthusiasm for the subject, and elicit active participation from the class. The discussion leader is prepared to lead the discussion throughout the week.

8 = Discussion was deficient in one of the four areas: questions, planning, content, and form.

7 = Discussion was deficient in two of the four areas: questions, planning, content, and form.

6 = Discussion was deficient in three of the four areas: questions, planning, content, and form.

0-5 = Discussion was deficient in all of the four areas: questions, planning, content, and form.

NOTE: Failure to submit questions to the assigned Moodle forum on time could result in a significant grade deduction in this category, up to and including failing the assignment.

10% _Experiential Learning Assignment Due: Friday, December 3

At least once during the semester, you'll select and complete an experiential learning activity and reflect on it in a 1-page (double-spaced) write up submitted to Moodle. The assignment is due Friday, December 3 by 5:00 p.m. to Moodle. The rubric is available on the assignment in Moodle.

You might ask: what is an experiential learning activity? This is an opportunity for you to do an activity beyond the classroom that involves and touches on the theme of genocide. Here are ideas for completing this assignment:

- Explore one of the online exhibits via museums such as the United States Holocaust Memorial Museum, Yad Vashem, another Holocaust museum, or museums dedicated to other genocides, such as Tuol Sleng, with online exhibits.
- Safely attend an event related to genocide in Missoula or wherever you happen to be located. Safety is paramount, so please make sure that the event practices social distancing and please follow all protocols.
- Select a film or documentary that reflects on genocide, watch it, and reflect on it.
- View an online photograph exhibit of a genocide, its impact, and its aftermath. Reflect on it in your write-up.
- Watch an interview with a survivor of genocide on the websites of memorial museums and organizations such as the USHMM or the USC Shoah Foundation. You can also find survivors' interviews and testimonials on YouTube. Reflect on what you learned in listening to a survivor's story.
- If you know someone who is a survivor or a genocide or the son or daughter (or grandson or granddaughter) of a survivor, interview that person while practicing social

distancing. You could do the interview over Zoom, for example, record it, and then reflect on the experience and what you learned.

- There are other options that I might not be thinking of here. If you have an idea for this assignment that is different from those listed here, please email me at gillian.glaes@mso.umt.edu and we can reflect on it together.

When you're at the event or activity, please text me a photo at 406-624-9571 with your name or upload your photo with the assignment on Moodle. These photographs will serve as a "sign-in" sheet for the event or activity. Note: You do not need to post a photo of yourself if you are not comfortable doing so. You can post a photo of the event or activity itself.

In your 1-page response to your experience, please summarize and analyze what you did and why it was important. As you're preparing your response, ask yourself a few questions. What was it like, for example, to attend the event or watch the film? What did you learn? To what extent did it change your perspective? Please double-space your submission and use Times New Roman 12-point font.

Then, upload it to Moodle along with the image (or text the image to me at 406-624-9571).

See the assignment in Moodle for further information and for the rubric.

25% Two (2) Papers

Please see in-depth instructions for these papers on the course Moodle page.

Paper #1 (10%): 5 pages/in-class sources due to Moodle by **Monday, 10/4** by 9 a.m.

Paper #2 (15%): 5 pages/in-class sources due to Moodle by **Monday, 11/1** by 9 a.m.

25% Final Paper/Project

The final project is due to Moodle by **Wednesday, December 15 by 5:00 p.m.**

Here are the options for the final paper or project:

1. Write an 8-10 page paper
2. Make a 10-minute documentary on a topic related to the theme of genocide
3. Conduct an interview with someone with knowledge of genocide, whether it be a survivor, the relative of a survivor, or an expert in the field of genocide, transcribe it, and reflect on it in a 2-3 page write up beyond the transcription. Submit the audio file, the transcription, and the reflection to Moodle.
4. Write a fictional short story or play based on a topic related to genocide.
5. Complete an artistic project related to genocide, such as a digital photography collage or blog. See other suggestions or ideas on Moodle.
6. Create a lesson plan for high school or middle school students on a topic related to genocide.
6. See Moodle for other suggestions and ideas.

- Whichever option you choose, you may use outside sources. But those outside sources need to be of a high quality, including scholarly secondary sources and strong, reputable primary sources. Translation: no Wikipedia or history.com allowed.
- Please cite your sources using the [Turabian/Chicago style citation method \(endnotes\)](#).
- The Mansfield Library has [resources on Chicago-style citations](#).
- [UM's Writing and Public Speaking Center](#) is a great resource when writing historical essays and film analyses. Their motto: *visit early and visit often*. They have online appointments available for students who are off-campus and outside of Missoula.

Papers and projects will be graded on the following criteria:

- The student demonstrates an awareness of context, audience and purpose 15%
- The student demonstrates critical and creative thinking 30%
- The student develops ideas and claims with specific information and detail 25%
- The student finds, evaluates, integrates, and correctly cites information from appropriate in-class primary and secondary sources 10%
- The student creates an effective organization, in accord with the expectations of particular disciplines 10%
- The student creates clear, fluent, correct prose 10%

Grade scale:

Based on your performance in this course, you will be evaluated on the following grade scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63

F 59 and below

For students taking the course “credit/no credit”:

From the UM catalogue:

“Courses taken to satisfy General Education Requirements must be taken for traditional letter grade. Courses required for the student’s major or minor must be taken for traditional letter grade, except at the discretion of the department concerned.

A grade of CR is assigned for work deserving credit (A through D-) and a grade of NCR is assigned for work of failing quality (F). CR and NCR grades do not affect grade point averages.

The grades of CR and NCR are not defined in terms of their relationship to traditional grades for graduate course work.

Election of the credit/no credit option must be indicated at registration time or within the first 15 class days on CyberBear. Between the 16th day and the last day of instruction before finals week, a student may request a change from credit/no credit enrollment to an enrollment under the A-F grade system, or the reverse, by means of a Course Add/Change Form; note that not all such requests are approved.”

To pass this class on the credit/no credit grade scale at UM, you need a “D” average (a minimum of a 60% overall). From my perspective, that means that *you need to pass all elements of the class – participation and attendance, forums, leading discussion, writing assignments, etc.* Please see me if you have any questions.

Course plan:

Week 1: Course Introduction and Defining Genocide

- Monday, August 30-Sunday, September 5
- Course introduction and defining genocide

To read:

Robert Gellately and Ben Kiernan, *The Specter of Genocide: Mass Murder in Historical Perspective*:

- Ch. 1: The Study of Mass Murder and Genocide

Moodle:

- “Is this genocide?” from the *New York Times*
- Genocide timeline from the USHMM

- Genocide Convention (1948)
- Defining the Unimaginable Crime: The Story of Raphael Lemkin (USHMM)
- Lemkin, *Axis Rule in Occupied Europe*, Ch. 9 (on genocide)

To watch:

- Introductory course lecture

To do:

- Familiarize yourself with the course Moodle page and syllabus.
- Post your introduction in the Week 1 Introductory Forum. Please complete your initial post by Thursday and your response post by Tuesday morning by 9:00 a.m. Response posts will usually be due Monday mornings, but this week's posts will be due on Tuesday to account for the Labor Day holiday on Monday.
- Complete Moodle 101 and upload your certificate by Tuesday, September 7 at 9:00 a.m.

Week 2: Mass Killings before the Twentieth Century

- Tuesday, September 7-Sunday, September 12 (Monday, September 6 is Labor Day)
- Mass killings through the ages: a precedent for the twentieth century?

To read:

Gellately and Kiernan:

- Ch. 4: Seeking the Roots of Modern Genocide: On the Macro- and Microhistory of Mass Murder
- Ch. 6: Genocides of Indigenous Peoples: Rhetoric of Human Rights

Las Casas, *The Devastation of the Indies* (Please read the entire book.)

To watch:

- Week 2 lecture

To do:

- Begin working on paper #1. See the assignment on Moodle and above under "assignments and grading."
- Complete your forum posts for this week.
- Sign up for the week you will be leading discussion on Moodle. See the course Moodle page for details and instructions. Students will begin leading the discussions during Week 3.

Week 3: Key Components of Genocide

- Monday, September 13-Sunday, September 19
- Key Factors in Committing Genocide
- The Boer Wars and the History of Concentration Camps before World War II

To read:

Gellately and Kiernan:

- Ch. 3: "The Modernity of Genocides: War, Race, and Revolution in the Twentieth Century"
- Ch. 5: "Genocide and the Body Politic in the Time of Modernity"

Moodle:

- Helen Dampier, "'Everyday Life' in Boer Women's Testimonies of the Concentration Camps of the South African War, 1899-1902" in Godfrey and Dunstall, *Crime and Empire, 1840-1940*
- The Hague Convention for Establishing Warfare on Land

To watch:

- Week 3 lecture

To do:

- Finish the assigned readings and videos for this week.
- Make sure that you've signed up to lead a discussion at least once during the semester. The sign up is available under Week 2 on the course Moodle page.
- Discussion leaders: be sure you've posted your questions to the week 3 discussion board by Monday morning at noon so that students may begin to respond to them.
- Complete your week 3 forum posts. Your initial post is due by Thursday and your remaining posts are due Monday by 9:00 a.m.
- Be sure that you've signed up to lead discussion during 1 week this semester. The sign up is under week 2. Students will begin to lead discussion during Week 3.
- Complete your experiential learning assignment, which is due Friday, December 3.
- Continue working on paper #1.

Week 4: Colonialism, Mass Killings, Religion, and Genocide

- Monday, September 20-Sunday, September 26
- The Herero Massacre in German Southwest Africa: The Twentieth Century's First Genocide?

To read:

Gellately and Kiernan:

- Ch. 2: Twentieth-Century Genocides: Underlying Ideological Themes from Armenia to East Timor
- Ch. 7: Military Culture and Production of 'Final Solutions' in the Colonies: The Example of Wilhelminian Germany

Moodle:

Herero massacre:

- Birthe Kundrus, "From Herero to the Holocaust? Some Remarks on the Current Debate"
- Eyewitness accounts of the Herero Massacre
- "Extermination Order" (Herero Massacre)
- NPR: "Germany officially recognizes it committed genocide in present-day Namibia"

Religion and genocide:

- *Holocaust Theology: A Reader*: Ch. 1: The Religious Challenge of the Holocaust
- Excerpt from Timothy Longman, *Christianity and Genocide in Rwanda*

To watch:

- Week 4 lecture

To do:

- Continue working on paper #1.
- Complete your forum posts for this week. Your initial post is due by Thursday and your remaining posts are due Monday by 9:00 a.m.
- Complete your experiential learning assignment, which is due Friday, December 3.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

Week 5: The Turkish Genocide of the Armenians

- Monday, September 27-Sunday, October 3
- World War I, the Armenian Genocide, and its Legacy

To read:

Gellately and Kiernan:

- Ch. 9: Under the Cover of War: The Armenian Genocide in the Context of Total War

Moodle:

- Raffi Khatchadourian, "A Century of Silence: A Family Survives the Armenian Genocide and its Long Aftermath"
- Excerpt from: Panian, *Goodbye Antoura: A Memoir of the Armenian Genocide*
- Excerpt from *Century of Genocide: Eyewitness Accounts* (Armenia)
- Eyewitness accounts of the Armenian genocide
- Photos of the Armenian genocide (these photographs are graphic – viewer discretion is advised)
- Suggested reading: *Ambassador Morgenthau's Story*

To watch:

- Week 5 lecture
- News story with testimony from survivors of the Armenian genocide

To do:

- Complete and submit paper #1 to Moodle.
- Complete your forum posts for this week. Your initial post is due Thursday and the remaining posts are due by Monday morning.
- Complete your experiential learning assignment, which is due Friday, December 3.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

Paper #1: due to Moodle by Monday, 10/4 by 9 a.m.

Week 6: Stalin's Soviet Union & The Ukrainian Famine

- Monday, October 4-Sunday, October 10
- The Ukrainian Famine

To read:

Gellately and Kiernan:

- Ch. 10: The Mechanism of Mass Crime: The Great Terror in the Soviet Union, 1937-1938

Moodle:

- Excerpt from Hannah Arendt, *The Origins of Totalitarianism*
- Eyewitness accounts: Soviet-made famine in the Ukraine
- Ukrainian famine memoirs (select 2-3 to read)

- Suggested resource: Stalin archive

To watch:

- Week 6 lecture
- Documentary on the Ukrainian famine
- Survivors' testimonies on the Ukrainian famine

To do:

- Complete your forum posts this week.
- Make sure that you have submitted paper #1. Begin working on paper #2.
- Complete your experiential learning assignment, which is due Friday, December 3.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

Week 7: The Holocaust, part 1: Outside the Camps

- Monday, October 11-Sunday, October 17
- Mass Killings and the Holocaust beyond the Camps

To read:

Father Patrick Debois, *The Holocaust by Bullets* (Please read the entire book.)

Gellately and Kiernan:

- Ch. 11: The Third Reich, the Holocaust, and Visions of Serial Genocide

Moodle:

- Excerpt: Timothy Snyder, *Bloodlands: Europe between Hitler and Stalin*
- Explore the USHMM online exhibition on collaboration: "Some Were Neighbors"

To watch:

- Week 7 lecture
- USHMM: "The Holocaust and World War II"

To do:

- Complete your weekly discussion forum posts.
- Continue working on paper #2.

- Complete your weekly discussion forum posts.
- Complete your experiential learning assignment, which is due Friday, December 3.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

Week 8: The Holocaust, part 2: Inside the Camps

- Monday, October 18-Sunday, October 24
- Mass Killings and the Holocaust inside the Camps

To read:

Shlomo Venezia, *Inside the Gas Chambers* (Please read the entire book.)

Moodle:

- Doris Bergen, *War and Genocide*: Chapter 7: The Peak Killing Years
- Testimonies of SS Treblinka men
- Look through suggested resources

To watch:

- Week 8 lecture
- Watch testimony from Holocaust survivors
- Watch the testimony of Holocaust perpetrator Walter Stier from the documentary *Shoah*
- Watch *Frontline*: "The Memory of the Camps" (a film shot partly by Alfred Hitchcock – viewer discretion is advised as this film contains graphic scenes)

To do:

- Continue working on paper #2.
- Complete your weekly discussion forum posts.
- Complete your experiential learning assignment, which is due Friday, December 3.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

Week 9: Cold War Genocide, Part I: Genocide in Latin America: Guatemala as a Case Study

- Monday, October 25-Sunday, October 31
- Genocide in Guatemala

To read:

Gellately and Kiernan:

- Ch. 16: History, Motive, Law, Intent: Combining Historical and Legal Methods in Understanding Guatemala's 1981-1983 Genocide

Moodle:

- Read sections of the Report of the Commission for Historical Clarification, "Guatemala: Memory of Silence – Conclusions and Recommendations"

To watch:

- Week 9 lecture
- Documentary film: *When Mountains Tremble*
- Select and watch testimonials from Guatemala

To do:

- Continue working on paper #2.
- Complete your weekly discussion forum posts.
- Complete your experiential learning assignment, which is due Friday, December 3.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

Paper #2 is due to Moodle Monday, November 1 by 9:00 a.m.

WEEK 10: Cold War Genocide, Part II: Cambodia

- Monday, November 1-Sunday, November 7
- Cambodia: Genocide during the Cold War

To read:

Loung Ung, *First they killed my father* (Please read the entire book.)

Moodle:

- Explore the USHMM online exhibition on Cambodia

- Check out the suggested resources.

To watch:

- Week 10 lecture
- Watch testimonials from Cambodian genocide survivors

To do:

- Complete and submit paper #2 to Moodle.
- Begin working on the final project, which is due during finals week. Please see the assignment above under “assignments and grading” and on Moodle.
- Complete your weekly discussion forum posts.
- Complete your experiential learning assignment, which is due Friday, December 3.
- Post your discussion questions for this week if you are leading this week’s discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

Week 11: Ethnic Cleansing in Yugoslavia

- Monday, November 8-Sunday, November 14
- Ethnic Cleansing in the Former Yugoslavia & the Srebrenica Massacre

To read:

Gellately and Kiernan:

- Ch. 17: *Analysis of a Mass Crime: Ethnic Cleansing in the Former Yugoslavia, 1991-1999*

Selma Leydesdorff, *Surviving Bosnia: Women of Srebrenica Speak* (Please read the entire book.)

Moodle:

Power, A Problem from Hell:

- Ch. 9: Bosnia – ‘No More than a Witness at a Funeral’
- Ch. 11: Srebrenica – ‘Getting Creamed’

Suggested resource: historical maps of Yugoslavia

To watch:

- Week 11 lecture
- Watch videos on Bosnia, Yugoslavia, and the Srebrenica massacre
- Watch the BBC News Night documentary *The Butcher of Bosnia*

To do:

- Make sure that you've completed and submitted to Moodle paper #2.
- Begin working on paper/project #3.
- Complete your weekly discussion forum posts.
- Complete your experiential learning assignment, which is due Friday, December 3.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

Week 12: The Rwandan Genocide

- Monday, November 15-Sunday, November 21
- The Rwandan Genocide in Contemporary and Historical Perspective

To read:

Gellately and Kiernan:

- Ch. 15: Modern Genocide in Rwanda: Ideology, Revolution, War, and Mass Murder in an African State

Jean Hatzfield, *Machete Season: The Killers in Rwanda Speak* (Please read the entire book.)

Moodle:

- Samantha Power, *A Problem from Hell*: Ch. 10: Rwanda: 'Mostly in Listening Mode'
- From the *New York Times*: Portraits of Reconciliation

To watch:

- Week 12 lecture
- Documentary: *Ghosts of Rwanda* (contains violent imagery: viewer discretion is advised)
- Testimonials: Rwandan genocide survivors and observers (USHMM)

To do:

- Continue working on the final paper/project.
- Complete your weekly discussion forum posts.
- Complete your experiential learning assignment, which is due Friday, December 3.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

Week 13: Sudan and Darfur

- Monday, November 22-Sunday, November 28
- NOTE: Happy Thanksgiving week! All assignments, including initial posts, will be due by **Monday, November 29** by 9:00 a.m. MST to account for the Thanksgiving holiday.
- Genocide in the New Millennium: Sudan and Darfur

To read:

Gellately and Kiernan:

- Ch. 18: "Investigating Genocide"

Mukesh Kapila *Against a Tide of Evil*

To watch:

- Week 13 lecture
- *On Our Watch*
- Testimonial of a Darfur genocide survivor

To do:

- Continue working on the final paper/project.
- Complete your weekly discussion forum posts.
- Complete your experiential learning assignment, which is due Friday, December 3.
- Post your discussion questions for this week if you are leading this week's discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

Week 14: Case Studies in Genocide Today and in the Future

- Monday, November 29-Sunday, December 5
- The Rohingya in Myanmar, the Uyghur in China, and Future Genocides

To read:

- From CNN: The Rohingya Crisis (select videos and articles to read from this page)
- Raffi Khatchadourian, “Surviving the Crackdown in Xinjiang” (*The New Yorker*)

To watch/to listen:

Moodle:

- NOTE: There is no video lecture this week. Please watch and listen to the materials listed below.
- Frontline: “Myanmar’s Killing Fields” (graphic images -- viewer discretion is advised)
- The Economist: “How China is Crushing the Uyghurs”
- Podcast: “Climate Change and the Next Genocide”

To do:

- Continue working on the final paper/project.
- Complete your weekly discussion forum posts.
- Complete your experiential learning assignment, which is due Friday, December 3.
- Post your discussion questions for this week if you are leading this week’s discussion. As the weekly discussion leader, you are expected to post your discussion questions to the forum by noon on Monday.

Week 15: Justice, Recognition, Remembrance, and Genocide

- Monday, December 6-Sunday, December 12
- Judicial Processes and Commemoration in the Aftermath of Genocide

To read:

Moodle:

- Explore the Avalon Project’s collection on the Nuremberg Proceedings
- Explore the Extraordinary Chambers and the Court of Cambodia website
- Rwanda: justice after genocide
- First conviction for genocide
- Explore the UN site for the International Criminal Tribunal for the Former Yugoslavia

To watch:

- NOTE: There is no video lecture this week. Please watch the documentaries listed below.
- *American Experience*: “The Nuremberg Trials”
- PBS: “Genocide: Worse than War”

To do:

Final tasks for finals week:

To do:

- Finish and submit the final project to Moodle by Wednesday, December 15 by 5:00 p.m. Be sure to also complete the final forum of the semester, where you will post an abstract of (or description of) your final project and then respond to two other students' posts for a total of two posts.

FINALS WEEK:

- Final Project due to Moodle Wednesday, December 15 by 5:00 p.m.
- Please also complete the final forum of the semester, where you will post an abstract of (or description of) your final project and then respond to two other students' posts for a total of two posts.