Instructor: Patrick T. Jackson
Office Hours: By appointment.
Email: patricktjackson@gmail.com (the best way to reach me outside of class--Please note the middle initial “t” in the address!)
Office Phone: (775) 682-6480

Course Description
This course provides a comprehensive introduction to the varied historical and contemporary experience of genocide and ethnocide. Beginning with an interrogation of the origin and nature of genocide, we will explore in detail experiences of genocide, ethnocide, “ethnic cleansing,” sectarian violence, dehumanization, political and cultural violence, and mass killing from around the world. While most of us are familiar with the events of the Jewish Holocaust and perhaps the more recent Rwandan and Balkan genocides of the 1990s, these events are individual expressions of conflict that has defined social, political, and cultural relations for hundreds of years. In addition to these better-know events, we will examine a wide range of crises from the past and present, including genocide and ethnocide of indigenous peoples in Africa, Asia, and the Americas; the Armenian genocide; the Cambodian genocide; African genocides from Congo to current crises in Yemen, Somalia, Nigeria, Sudan, and Darfur; and current crises in the Middle East.

Through the examination of particular manifestations of genocide, cultural violence, and war, we will explore the concepts, explanations, and ideas that scholars of genocide and peace studies use in their work. The field of Holocaust, Genocide, and Peace Studies is expressly interdisciplinary, encompassing work in anthropology, sociology, history, political science, philosophy, psychology, legal studies, peace studies, and conflict resolution. Each of these fields offers unique insight into the nature of genocide and
violent conflict. In addition to this disciplinary diversity, we will draw on a wide range of media in our study this semester, including scholarly work, historical and personal accounts, film, and other media. I teach this material with an emphasis on student engagement and discourse. Everyone is expected to bring his or her personal views, ideas, and experience to bear on this difficult subject matter, both in the classroom and in written work.

This semester, we will be considering the darkest expressions of inhumanity. It is likely that this material will challenge your understandings and beliefs about culture, society, prejudice and racism, politics, history, ethics, morality, humanity--perhaps even the existence of “good” and the nature of “evil.” While this difficult subject matter has the power to overwhelm, it is a necessary passage to the consideration of alternatives to war, violence, and annihilation, which we will turn to toward the end of the course. The very nature of genocide and ethnocide is the attempt to silence, to make disappear. In this sense our work this semester constitutes a commitment to see and hear: to witness and understand what is so often made invisible. This commitment is the foundation of efforts to think beyond the atrocities of genocide, to conceptualize non-violent solutions to conflict, and to build peace.

Core Curriculum
This course satisfies Core Objective 10 (Diversity and Equity) of the Silver Core Curriculum.

In compliance with CO 10, students will demonstrate an understanding of diversity through a focus on topics including race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals. In this course we will explore issues pertaining to diversity and equity with respect to historical and contemporary experiences of genocide and ethnocide.

In addition, the course integrates the knowledge and skills gained from CO1 and CO3, as described below.

CO1 This course integrates Effective Composition and Communication. Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.

CO3 This course integrates Critical Analysis and Use of Information. Students will be able to be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.

Student Learning Objectives (SLOs)
In the completion of this course students will be able to:

I. define and articulate an understanding of the concept of genocide. (CO3)
II. discuss key concepts, approaches, and ideas used in the field of Holocaust, Genocide, and Peace Studies. (CO10)
III. demonstrate knowledge of diverse historical and contemporary examples of genocide. (CO3, CO10)
IV. evaluate factors contributing to the incidence of war and genocide. (CO3)
V. examine approaches of peace, mediation, and conflict resolution as responses to war and genocide. (CO10)
VI. provide a critical analysis of course materials and clearly articulate their own position on this material in the form of written response, classroom presentation, and discussion. (CO1, CO10)
Required Texts & Readings

Additional required readings are available online through ARES course reserve, as noted in class schedule.

Coursework and Grading
To receive a passing course grade, students must complete all exams and the research paper and presentation assignment. No late work will be accepted. If you are having problems completing an assignment, you must contact me before the due date, so that I can provide assistance. Percentage of total course grade for individual assignments is shown in parentheses.

Class Participation (25%)
You are expected to come to each class prepared to critically examine the topic under consideration that day. At a minimum, this entails having read and reflected on all assigned readings prior to class and sharing your insights and questions in class. I assume that you will be present for every class, barring clearly extraordinary circumstances (see the “Attendance” section below). If you miss a class, it is entirely your responsibility to understand how this absence affects your knowledge of course materials and your grade in the course.

I evaluate the class participation component of your grade in the following manner: over the course of the semester, we will have a number in-class activities, including but not limited to in-class and take-home free writing responses, class and small-group discussions, and other exercises. These activities are generally unannounced and graded on a credit/no-credit basis. If you are present in class and complete the exercise demonstrating a reasonable amount of effort, you will receive credit. I may simply collect attendance to document your presence in class, at any time. At the end of the semester, I will tally the points that you’ve earned from these activities to determine your class participation grade.

Midterm and Final Exams (25% each)
You will take two in-class exams. The date for each exam is found on the class schedule below. These exams will be roughly the same length (1 hour, 15 minutes) and will be composed of a short answer section (multiple choice, true/false, fill-in-the-blanks, and matching questions) and an essay section. Exam questions draw on lectures, assigned readings, films, and discussion from the each half of the course, respectively (exams are not cumulative). The exams provide an opportunity to demonstrate that you have attended class, done the reading, taken good notes, and reflected on the subject matter. If you have done these things, the exams should not prove too difficult. Each exam, however, makes up a significant portion of your overall grade. You must keep up with the reading and devote sufficient time to study to do well. I will provide a review sheet and in-class review prior to each exam.

Contemporary Genocide Research Paper and Presentation (25%)
For this assignment, you identify, research, and write a paper on a contemporary example of genocide/ethnocide. The goal of this assignment is to think critically about contemporary contexts of genocide and to examine possible responses/resolutions. There are three parts to the assignment: First, you will submit an abstract describing your chosen topic and a bibliography of five relevant sources, which I will evaluate for suitability. Next, you will write a research paper (approximately 6-8 pages) examining your approved topic through your selected sources and other course materials. Finally, during the last two weeks of the semester you will present your paper to the class (these will be short, 5-minute presentations). I will cover details of this assignment in a hand-out following our midterm. Your abstract
and bibliography are due in class on Thursday, March 26. Your research paper is due in class on Tuesday, April 28.

**Grade Scale**
In accordance with UNR policy, I follow a standard grading scale when calculating final course grades (92.5-100% = A = “Superior”, 90-92.49% = A-, 87.5-89.9% = B+, 82.5-87.49% = B = “Above Average”, 80-82.49% = B-, 78.5-79.9% = C+, 72.5-77.49% = C = “Average”, 70-72.49% = C-, 67.5-69.9% = D+, 62.5-67.49% = D = “Below Average”, 60-62.49% = D-, below 60% = F = “Failing”).

*A plus/minus grading scale will be used.

UNR policy (FERPA) forbids the discussion of student grades via email. If you would like to discuss grades, please see me in class.

**WebCampus Course Materials**
This semester, I may make course materials available on our course WebCampus page. For this reason, all students must be comfortable navigating the system and accessing resources. If you require technical assistance with the WebCampus system, contact the UNR Help Desk (775-682-5000).

**Attendance Policy**
As noted above, this course relies on and emphasizes discussion, student presentation of course materials, in-class assignments, and films. This makes it virtually impossible for students to adequately “make-up” for an absence (for instance, by borrowing the notes of a classmate or requesting a review during my office hours). I expect each of you to be present for every class. Your grade will suffer if you are not.

I will only make accommodations to assignment due dates for three reasons: missing class due to an official UNR event, missing class due to a religious observance with notification at the beginning of the semester, and missing class for a documented medical emergency. Student athletes should note that it is their responsibility to provide me with written notification of all dates that they will be absent from class for athletic events, at the beginning of the semester. Also, it is their responsibility to be aware of and to submit all missed assignments. In the case of medical emergency, students must provide documentation that they are under the direct care of a physician. This documentation must contain legible contact information, as I check each and every doctor or clinic note with a phone call or email prior to accommodating an absence.

Our class begins at 11:00 AM and ends at 12:15 PM. I expect you to be present and focused on learning for that entire period of time. It is both disruptive and disrespectful to arrive late to class or to begin packing your bag and preparing to leave before we have concluded class. If you have a compelling reason for arriving late or leaving early, you must discuss this with me prior to the beginning of class.

**Electronics in the Classroom**
As all of us who use them know, hand-held electronic devices (cell phones, smart phones, tablets, iPods, video games, headphones, Bluetooth headsets, etc.) are inherently distracting. Because of this, I do not allow their use in the classroom. Silence and stow your device before you walk in to the room. Do not take your device out until you have left the classroom. I strongly discourage the use of laptops for note-taking, unless one is required due to disability. If I perceive any device to be a distraction to others or to myself, I will stop class and ask that the device be removed.

The following is UNR’s policy regarding audio and video recording of university courses: “Surreptitious or covert videotaping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of...
the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.”

**Academic Misconduct**
Out of fairness to all students in our class, I do not tolerate plagiarism or cheating of any kind. If I find that you have plagiarized in your writing or cheated on an exam you will receive a failing grade in the course and the incident will be reported to the university. If you have any questions about what plagiarism or academic dishonesty is or why it is such a serious offense, it is your responsibility to seek and obtain clarification. Your student handbook has a very clear discussion of academic misconduct and university procedures in the “Student Conduct Information” section.

**Writing Center**
Effective writing skills are essential for success at the university level. No secret here: unless you are one of the extremely rare, effortlessly beautiful writers out there, there is only one way to improve your writing—practice. If you are having writing problems, come talk to me. Assistance is available at the UNR Writing Center (E.J. Cain Hall 206, 784-6030).

**Disability Assistance**
I make every attempt to accommodate students with disabilities, in and out of the classroom. If you have a disability that may require assistance, it is your responsibility to contact the Disability Resource Center (Thompson Building, Suite 101, phone: 784-6000) to coordinate your academic accommodations.

**CLASS SCHEDULE**
Please come to class prepared to discuss the week’s readings (i.e. have all of the week’s assigned reading done by Tuesday morning!), including additional assigned readings on ARES reserve. Class schedule is subject to change.

**Week 1 (1/20, 1/22): Course Introduction**

**Week 2 (1/27-1/29): The Origins of Genocide**
Reading: Genocide: A Comprehensive Introduction (GACI), Chapter 1 (1-63)
Film: Selections from “Worse than War”

**Week 3 (2/3-2/4): Empire, Nation-State, and Cultural Conquest**
Readings: GACI, Chapter 2 (64-102)

**Week 4 (2/10-2/12): Colonialism and the Destruction of Indigenous Peoples**
Readings: GACI, Chapter 3 (103-148)
“Indigenous Peoples, Ethnic Groups, and the State” (IPEGATS), Preface & Chapter 1 (1-46)

**Week 5 (2/17-2/19): The Armenian Genocide**
Reading: GACI, Chapter 4 (149-187)
IPEGATS, Chapter 2 (47-80)
Film: “The Armenian Genocide”
Week 6 (2/24-2/26): The Jewish Holocaust/Shoah
Readings; GACI, Chapter 5 (188-232)  
Primo Levi, “Chapter 1: The Journey” from “Survival in Auschwitz” (ARES Reserve)

Week 7 (3/3-3/5): The Jewish Holocaust/Shoah, Continued
Readings; GACI, Chapter 6 (233-282)  
Film; Selections from “Shoah”

Review for Exam #1: Thursday, March 5

Week 8 (3/10-3/12): Cambodia and the Khmer Rouge
Reading; GACI, Chapter 7 (283-316)  
IPEGATS, Chapter 3 (81-104)  
Film; “The Killing Fields”

***Midterm Exam: Thursday, March 12***

Week 9: Spring Break – No Class!

Week 10 (3/24-3/26): Bosnia and Kosovo
Readings; GACI, Chapter 8  
Robert M Hayden, “Imagined Communities and Real Victims: Self-Determination and Ethnic Cleansing in Yugoslavia” (ARES Reserve)  
Film; “Srebrenica: A Cry from the Grave”

***Research Paper Abstract and Bibliography Due: Thursday, March 26***

Week 11 (3/31-4/2): Rwanda
Readings; GACI Chapter 9  
IPEGATS, Chapters 4 & 5 (105-136)  
Mahmood Mamdani, Introduction from “When Victims Become Killers” (ARES Reserve)  
Film; “Ghosts of Rwanda”

Week 12 (4/7-4/9): Social Science Perspective on Genocide and Ethnocide
Readings; GACI, Chapters 10-13 (381-499)  
Nancy Scheper-Hughes, “A Genealogy of Genocide” (ARES reserve)

Week 13 (4/14-4/16): Forgetting War vs. Making Peace
Reading; GACI, Chapters 14 & 15 (501-566)

Week 14 (4/21-4/23): Strategies of Intervention and Prevention
Reading; GACI, Chapter 16 (567-609)

Student Research Paper Presentations

***Research Papers Due: Tuesday, April 28***

Review for Final Exam: Thursday, April 30
Week 16 (5/5): Contemporary Genocide & Conclusions
Student Research Paper Presentations

***Final Exam: Thursday, May 7, 8:00 AM - 10:00 AM***