



GE-ETHR1005
GENOCIDE, MASSACRES, AND MORALITY
ACADEMIC YEAR 2024-2025 - FALL TRIMESTER

COURSE SYLLABUS

1. COURSE INFORMATION

Classes held on: S/T 1:40 - 2:55
Room: UG-501
Credits: 3
Prerequisite(s): None

2. FACULTY INFORMATION

Faculty Name: Dr. Herman T. Salton
Title and Department: Visiting Associate Professor of International Relations, PPE
Email: herman.salton@auw.edu.bd
Office Location: UG-701
Office Hours: Sunday, 4:00 - 6:00
Teaching Assistant: Hannah-Abigail Mosier, Email: hannah.mosier@auw.edu.bd

Qualifications: J.D. Trento, PhD Auckland (Int'l Law), MPhil Oxford (Int'l Relations), PhD Wales (IR)
Areas of Expertise: International Relations, International History, International Organization
Profile: I am an Associate Professor based in Tokyo (Japan) and a Visiting Fellow at Oxford University (UK). Previously, I was an Associate with the Under-Secretary-General of the United Nations in New York City (USA); a Senior Research Fellow at the Ralph Bunche Institute for International Studies, City University of New York (CUNY); a Visiting Scholar at Sciences-Po in Paris (France); and an officer at the Icelandic Human Rights Centre in Reykjavík (Iceland). I am fluent in English, French, Italian and Spanish, and I have published widely on the United Nations, international relations, on human rights. More info on www.hermansalton.net

3. TEXT AND OTHER COURSE MATERIALS

The main textbook for this course is: Donald Bloxham and A. Dirk Moses (eds), *The Oxford Handbook of Genocide Studies* (Oxford: Oxford University Press, 2013). Other readings and audio-video materials will be used as needed. Copies of the readings will be shared with the students via Google Classroom.

4. COURSE OBJECTIVES AND DESCRIPTION

Genocide and ethnic cleansing are seen as abhorrent acts committed by a deranged minority, the result of a ‘dark side’ of human behavior that is regarded as ‘abnormal’ and exceptional. This course challenges this view, investigates the sources of mass killings, and asks: “Why genocide?”

Using the most tragic examples of genocide and ethnic cleansing (including colonial genocides, Armenia, the Holocaust, Cambodia, Yugoslavia and Rwanda) as well as cases of lesser violence (such as Modern Europe, contemporary India, and Indonesia), the course suggests that extreme political violence and ethnic extermination are not simply the work of ‘evil elites’ or ‘primitives’, but the result of complex interactions between leaders, militants and ‘ordinary’ persons.

This aspect of ‘ordinary’ people becoming the perpetrators of ‘evil’ is important, for not only were most episodes of ethnic massacres and genocides seen as perfectly legitimate—and even ‘moral’—when they were committed; these ethical considerations are instrumental for genocide to take place.

In the hope of understanding these processes of ‘dehumanization’ and avoiding genocides and ethnic cleansing in the future, the course explores the causes, triggers, domestic and international context, implementation, nature and uses of genocide as a political phenomenon. It will also investigate current and future trends in genocide studies, including in relation to ongoing events in Gaza and the Ukraine.

5. LEARNING OUTCOMES

Student Learning Outcomes	Method of Assessment
<ul style="list-style-type: none"> ▪ Understand the unique nature of ‘genocide’; ▪ Grasp the underlying logic of genocidal violence; ▪ Differentiate between ethnic cleansing and genocide; ▪ Understand the role of the state in genocide; ▪ Be familiar with the historical cases of both ethnic massacres and genocides; ▪ Understand the role of nationalism and democracy in developing genocidal policies; ▪ Examine how political leaders and ordinary people come to make ‘genocidal decisions’; ▪ Understand the role of the media in legitimizing ethnic massacres and genocides; ▪ Understand the role played by ethics in the legitimization of genocide. 	<ul style="list-style-type: none"> • Participation • Group discussions • Presentations • Final paper

6. ATTENDANCE REQUIREMENT & GRADING POLICY

Students are expected to attend all classes. Missing more than three classes will reduce the attendance and participation components of the final grade. So will late arrivals (defined as arriving more than 10 minutes late after the start) without evidence. Students will be excused for health reasons only if they provide supporting documentation. Other reasons for excused absences/late arrivals also require supporting evidence. As per AUW policy, missing more than 25% of classes results in a student's failure in the course.

7. CONTACT WITH YOUR PROFESSOR

The best way to reach me is by coming to my office—during office hours only—or by emailing me. Please note that I send/receive a high number of emails daily, so it may take some time to get back to you.

8. COURSE SCHEDULE

Week 1 | 1-3 September | Introduction

CLASS 1 — Introduction: Teacher, Students, Goals

Discussion Questions: Why him? Why us? Why here?

Required Readings: None

CLASS 2— Why Genocide?

Discussion Question: What is the Best Way to Approach This Topic?

Required Readings: None

Part 1: Concepts

Week 2 | 8-10 September | What is Genocide?

CLASS 1 — The Concept of Genocide

Discussion Question: Where Does the Concept of Genocide Come From?

Required Readings: Chapter 1

CLASS 2 — Raphael Lemkin and Genocide

Discussion Questions: What Was Lemkin's Role in Conceptualizing Genocide?

Required Readings: Chapter 1

Week 3 | 15-17 September | Genocide versus Ethnic Cleansing

CLASS 1 — Genocide and Ethnic Cleansing

Discussion Questions: What Are the Differences between Genocide and Ethnic Cleansing?

Required Readings: Chapter 2

CLASS 2— The 'Uniqueness' of Genocide

Discussion Questions: Why Is Genocide Different from Other Crimes?

Required Readings: Chapter 2

Week 4 | 22-24 September | Genocide and the State

CLASS 2— The Modern State System

Discussion Questions: Where Does the Modern State System Come From?

Required Readings: Chapter 4

CLASS 1 — The Role of the State in Genocide

Discussion Question: Why Are States Essential to Genocide?

Required Readings: Chapter 4

Part 2: Interdisciplinary Perspectives

Week 5 | 29 September-1 October | Legal Perspectives

CLASS 1 — Genocides and Crimes Against Humanity

Discussion Question: What is the Role of International Law in Identifying Genocide?

Required Readings: Chapter 6

CLASS 2— The UN Genocide Convention (1948)

Discussion Questions: What Are the Strengths and Weaknesses of the Genocide Convention?

Required Readings: Chapter 6

Week 6 | 6-8 October | Psychological Perspectives

CLASS 1 — Psychology of Genocide

Discussion Question: Why is Psychology Important in Identifying Genocide?

Required Readings: Chapter 10

CLASS 2— Intentions, Thoughtlessness, and Genocide

Discussion Question: Why Is Intention Essential in Proving Genocide?

Required Readings: Chapter 10

Week 7 | 13-15 October | No Classes [Durga Puja & Leave]

Part 3: Histories of Genocide

Week 8 | 20-22 October | Mid-Term Prep & Mid-Term Assessment

CLASS 1 — Preparation for Mid-Term

Discussion Question: TBC

Required Readings: TBC

CLASS 2— Mid-Term Assessment

Discussion Question: None

Required Readings: None

Week 9 | 27-29 October | Genocide in the Ancient World and in Colonial Africa

CLASS 1 — Genocide in the Ancient World

Discussion Question: Can We Speak of Genocide in Relation to the Ancient World?

Required Readings: Chapter 12

CLASS 2 — Genocide in Colonial Africa

Discussion Question: Can We Speak of Genocide in Relation to Colonial Africa?

Required Readings: Chapter 17

Week 10 | 3-5 November | Genocide in the Americas

CLASS 1— Genocide in Colonial Latin America

Discussion Question: Can We Speak of Genocide in Relation to Colonial Latin America?

Required Readings: Chapter 15

CLASS 2 — Genocide in Colonial North America

Discussion Question: Can We Speak of Genocide in Relation to Colonial North America?

Required Readings: Chapter 16

Week 11 | 10-12 November | Soviet and Nazi Genocides

CLASS 1 — Genocide in the Soviet Union

Discussion Question: Can We Speak of Genocide in Relation to the Soviet Union?

Required Readings: Chapter 19

CLASS 2— Genocide and the Nazis

Discussion Questions: Why is the Holocaust Seen as the ‘Perfect Genocide’?

Required Readings: Chapter 20

Week 12 | 17-19 November | Genocide in China and in Asia

CLASS 1 — Genocide in China

Discussion Question: Can We Speak of Genocide in Relation to China?

Required Readings: Chapter 21

CLASS 2— Genocide in Post-Colonial Asia

Discussion Questions: Can We Speak of Genocide in Relation to Asia?

Required Readings: Chapter 22

Part 4: Contemporary Issues

Week 13 | 24-26 November | Genocide Today

CLASS 1 — The United Nations and Genocide

Discussion Question: Has the UN Been Effective in Preventing Genocide?

Required Readings: Chapter 28

CLASS 2— Contemporary Cases: Gaza and Ukraine

Discussion Questions: Is What is Happening in Gaza and Ukraine Genocide?

Required Readings: TBC

Week 14 | 1-3 December | Final Assessment Week

9. ASSESSMENT METHODS

- 1) Presentation (20%): This will be a short, 5-minute presentation that you will give to the class on any topic related to the issue of genocide. This is your chance to explain to the class the genocide-related outlined in the readings as per the presentations schedule After the presentation, there will be a 5 mins Q&A (question & answer) session, i.e. the class and/or I will ask you questions which you will be expected to address. Although some people are nervous about speaking in public, this is a key part of your development and the sooner you start, the better. Do not be afraid: this is your chance to shine!
- When:* One presentation per student, beginning from Week 3. You will be able to sign up for a slot during Week 1 and 2.
- 2) Mid-Term (20%): This mid-term assessment will cover the topics and readings from Week 1 to Week 7 and will include both multiple choice questions (which are meant to show your understanding of basic concepts of the course) as well as open questions (which are meant to allow you to write about some of the themes of the first part of the course. Preparation for the mid-term will be done ahead of the assessment.
- Due:* Mid-Term Assessment Week
- 3) Final Paper (40%) This two-hour-long final paper will include multiple-choice and short-answer sections on all topics of the course. The first will part will test the breadth of knowledge while the second will ask you to critically evaluate a genocide-related issue. To succeed in the first part, you will need to attend classes regularly and to do the readings. To succeed in the second part, you will also need to use your critical thinking skills in order to apply in practice the concepts we have discussed throughout this course.
- Date:* Final Assessment Week
- 4) Attendance/Particip. (20%) Your attendance and punctuality will be regularly monitored and your active participation to class debates will be assessed on a regular basis. Unexcused absences and late arrivals will reduce your participation grade.

Your performance will be assessed according to the AUW scale:

A+	4	97-100
A	4	93-96
A-	3.7	90-92
B+	3.3	87-89
B	3	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	60-66
F	0	0-59

More specifically, the criteria used for grading the final paper are as follows:

- Whether there is evidence of reading
- Whether it shows knowledge and understanding of the relevant theories and concepts
- Whether it brings tools of analysis from politics, philosophy, and economics
- Critical analysis
- Clarity of writing
- Accurate referencing; for references and bibliographies use any of the standard
- referencing systems

We will do preparations for essay-writing in class. In general, the sooner you start working on your paper(s), the better the result (and grade!) will be. The golden rule is: don't leave it to the last minute!

10. KEY DATES & DEADLINES

Presentations:	TBC
Participation	On a regular basis
Memo to the Secretary-General:	Mid-Term Assessment Week
Final Exam:	Final Assessment Week

11. PLAGIARISM & ACADEMIC INTEGRITY

At university, plagiarism is theft. Because of this, I take a zero-tolerance approach to it, so don't cheat! I will find out, you will receive a failing grade, and you also will be in my very own blacklist, which means I won't

be able to write any reference letter for you. Remember: ZERO tolerance. It is better to submit a poor paper than a plagiarized one; the former may give you low grades, but the latter will give you a fail.

Plagiarism is intentionally or unintentionally taking credit for another's words or ideas. You may not plagiarize in your academic work, and you must adhere to the following:

- When you use someone else's words (whether they are from a distinguished author or a classmate's paper), place the words you have copied in quotation marks and provide the appropriate citation of author and source. A good guideline to use to avoid plagiarism is to ensure quotes of three or more sequential words from someone else are put in quotation marks.
- If you paraphrase (reword) another person's ideas, you must also cite the source. Paraphrasing must involve changing the words and sentence structure of the original source. Cite materials you copy or paraphrase from the internet, even if the author is not identified. If you are not sure: cite it!

Other Forms of Academic Dishonesty

1. Making up references, quoting wrong sources, etc.
2. Falsifying data.
3. Misrepresenting your situation to be excused from academic work.
4. Submitting the same paper in more than one class.
5. Informing a student in a later class about questions on tests or quizzes.
6. Misrepresenting your academic work or qualifications in any way.

Full details about plagiarism, academic dishonesty and penalties are available in the Academic Honor Code in the Academic Bulletin.

12. STRATEGIES TO PREVENT PLAGIARISM & VIOLATIONS OF ACADEMIC INTEGRITY

I use anti-plagiarism software, but usually I don't need to. We see plagiarism from miles off!

13. CLASS BEHAVIOUR

My assumption is that each student in this class is motivated, intelligent and considerate of the opinions of others, and my expectations of you reflect this assumption.

I would like to ask you to please come to class on time and participate while you are here. Of course, sometimes circumstances prevent your timely arrival—in these cases, please enter quietly and sit by the door. If you need to leave early, please sit by the door and leave quietly. If you will frequently need to arrive late or leave early, please speak to me about it. I am committed to starting and ending every class exactly on time, so please do not prepare to leave before I have ended class. It is disrupting to your colleagues and to myself. Also, please do not to read or sleep in class nor talk to students around you.

Please also be sure to turn off all phones and beepers. It is not appropriate to leave class in order to answer a call. If you feel that you have extenuating circumstances (e.g., a work or family emergency), please see me before class to discuss it. I encourage you to stop me during class if you have a question or relevant comment. If you feel uncomfortable talking during class, please approach me after class or through email. It is my job to help you understand the material and I will do what I can to make sure that you do.

14. GRADING RUBRICS

Grades are important and you should strive to obtain the best possible grade.

However, the way you study is even more important. In this course, factual knowledge is essential but insufficient to achieve good results; critical thinking is what will make the difference not only in terms of marks but also—and more importantly—in terms of your personal development.

Consequently, the mere regurgitation and memorization of facts will not take you far—only the critical assessment of those facts will. What I am interested in is your approach to a certain problem. But you will only be able to acquire this analytical capacity if you come to class, read widely and participate in the discussions. Remember: analytical reasoning without facts is impossible, but facts without any analytical framework are useless! So both are needed and will be required of you.

The rubrics used to assess your work are reproduced in the following page.

Written Work				
Criteria	A	B	C	D
Content	Thorough understanding of material used; use of evidence; convincing argument; clear separation between others' and one's opinion.	Some uncertainty regarding the material used; good argument but insufficiently supported.	Vague understanding of material used; unclear argument with no support; unclear purpose of the essay.	Wrong understanding of material used; no argument.
Writing style & structure	Clear structure of the essay overall and of separate paragraphs; sentences are clear and to the point; no unnecessary words; emotionally neutral language; accurate spelling and grammar.	Mostly clearly structured with a few minor "jumps" in the flow of arguments; few unnecessary words and/or sentences that do not directly relate to the topic; some spelling or grammatical errors.	Poorly structured; paragraphs consisting of one sentence and/or one-page paragraphs with no lead sentences; frequent use of emotionally loaded and/or unnecessary words; significant spelling and grammatical errors.	Unstructured text; long, complex, unclear and grammatically incorrect sentences; short non-sentences; many spelling mistakes
References	All references done correctly and consistently.	Most references done correctly with minor mistakes that allow the reader to identify the source regardless. Minor inconsistencies.	Some info on the source provided in an inconsistent manner; some essential information missing or misplaced.	Very limited and/or incorrect information that makes it very hard to identify the sources used.

Discussions and Class Participation

Criteria	A	B	C	D
Contribution to class discussion	Well prepared for class; active participation in class discussions; meaningful contributions by linking assigned readings to other knowledge; engagement with class; often shows critical thinking.	Prepared for class; average participation in class discussions; contributions mostly based on simple re-statement of material from assigned readings; rarely engages in direct discussions; sometimes shows critical thinking;	Most of readings done in advance, but the information is not very internalized; very limited participation in class discussion; rarely demonstrates critical thinking.	Readings rarely done in advance; no participation in class discussions; no critical thinking.