

**PPE3045-1**  
**GENOCIDE IN THEORY AND PRACTICE**

Dr. Herman T. Salton  
Associate Professor of International Relations

**1. THE PROFESSOR**

Email:	herman.salton@auw.edu.bd
Office:	H603
Office Hours:	Sunday & Tuesday, 4pm to 6pm <i>Please stick to these days and times. If you really cannot make them, please email me in advance to arrange an appointment. Thank you.</i>
Classes:	Sunday and Tuesday, 1.30pm-2.50pm, H402
Education:	JD (Trento), PhD IL (Auckland), MPhil IR (Oxford), PhD IR (Wales)
Areas of Expertise:	International Relations United Nations International and Diplomatic History Human Rights (esp. racial and religious discrimination) International Law
Profile:	Herman Tutehau Salton, PhD, was educated at the universities of Trento, Auckland, Oxford and Wales. A Senior Fellow at the Ralph Bunche Institute for International Studies, City University of New York (CUNY), he was also a visiting scholar at Sciences-Po, Paris (France) and TUJ, Tokyo (Japan); a human rights officer at the Icelandic Human Rights Centre, Reykjavík (Iceland); and an Associate with the Under-Secretary-General for Political Affairs, United Nations Headquarters, New York City (USA). He has published widely in the areas of international politics, international law, global history and human rights, and is fluent in English, French, Italian and Spanish.

**2. COURSE DESCRIPTION**

Genocides are seen as abhorrent acts committed by a deranged minority, the result of a 'dark side' of human behaviour that is unethical, exceptional and irrational. This course challenges this view, investigates the sources of mass killings in history, and asks the question: 'Why genocide?' Using some of the most tragic examples of ethnic cleansing like colonial genocides, Armenia, the Nazi Holocaust, Cambodia, Yugoslavia and Rwanda, the course suggests that extreme political violence and ethnic extermination are not the work of 'evil elites' or 'primitives', but the result of complex interactions between leaders, militants and 'ordinary' persons. This aspect of 'normal' people becoming the perpetrators of 'evil' acts matters, for not only were most episodes of genocide seen as perfectly 'moral' by those who committed them; this ethical perception was an essential condition for these acts to take place. In the hope that our understanding of these processes will help us avoid genocide in the future, the course explores the causes, triggers, domestic and international context, implementation, nature and uses of genocide as a political phenomenon.

### 3. LEARNING OUTCOMES

By the end of the course, students should be able to:

- Understand the unique nature of the term '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.

### 4. SCHEDULE

#### WEEK 2: INTRODUCTIONS

Sun 14 Jan – Introducing the Class & the Course

*Readings: None*

Tue 16 Jan – Introducing the Subject: Why Studying Genocide?

*Readings: Via Email*

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#### PART 1:

#### CONCEPTS

#### WEEK 3: WHAT IS 'GENOCIDE'?

Sun 21 Jan – History of the Concept of Genocide

*Readings: Chapter 1 (pp.19-41)*

*Further Materials: TBA*

Tue 23 Jan – Ethnic Cleansing or Genocide?

*Readings: Chapter 2 (pp.42-60)*

*Further Materials: TBA*

#### WEEK 4: GENDER, THE STATE, AND GENOCIDE

Sun 28 Jan – Gender and Genocide

*Readings: Chapter 3 (pp.61-80)*

*Further Materials: TBA*

Tue 30 Jan – The State and Genocide

*Readings: Chapter 4 (pp.81-101)*

*Further Materials: TBA*

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#### PART 2:

#### DISCIPLINARY PERSPECTIVES

#### WEEK 5: GENOCIDE AND LAW, SOCIOLOGY, ANTHROPOLOGY AND PSYCHOLOGY

Sun 4 Feb – Law and Sociology

*Readings: Chapter 6 (pp.123-141) and Chapter 7 (pp.142-162)*

*Further Materials: TBA*

Tue 6 Feb – Anthropology and Social Psychology  
*Readings: Chapter 9 (pp.182-197) and Chapter 10 (198-216)*  
*Further Materials: TBA*

PART 3:

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GENOCIDE IN THE PRE-MODERN WORLD

WEEK 6: FIRST ASSIGNMENT (ESSAY) & GENOCIDE IN PRE-MODERN PERIOD

Sun 11 Feb – Preparation for Essay

*Readings: None*

*Further Materials: None*

Tue 13 Feb – FIRST ASSIGNMENT (ESSAY) DUE

Genocide in the Ancient World

*Readings: Chapter 12 (pp.239-258)*

*Further Materials: TBA*

WEEK 7: GENOCIDE IN MEDIEVAL EUROPE

Sun 18 Feb – Early Medieval Europe: Britain and Ireland

*Readings: Chapter 13 (pp.259-279)*

*Further Materials: TBA*

Tue 20 Feb – Late Medieval Europe

*Readings: Chapter 11 (pp.280-303)*

*Further Materials: TBA*

WEEK 8: GENOCIDE IN COLONIAL LATIN AMERICA AND NORTH AMERICA

Sun 25 Feb – Colonial Latin America

*Readings: Chapter 15 (pp.304-321)*

*Further Materials: TBA*

Tue 27 Feb – Colonial North America

*Readings: Chapter 16 (pp.322-341)*

*Further Materials: TBA*

SPRING BREAK:

SUN 4 MARCH TO THU 8 MARCH (No Classes)

PART 4:

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GENOCIDE IN THE MODERN WORLD

WEEK 9: GENOCIDE IN COLONIAL AFRICA AND THE OTTOMAN EMPIRE

Sun 11 Mar – Colonial Africa

*Readings: Chapter 17 (pp.345-364)*

*Further Materials: TBA*

Tue 13 Mar – The Ottoman Empire

*Readings: Chapter 18 (pp.365-385)*

*Further Materials: TBA*

WEEK 10: GENOCIDE IN THE SOVIET UNION AND IN NAZI GERMANY

Sun 18 Mar – The Soviet Union

*Readings: Chapter 19 (pp. 386-406)*

*Further Materials: TBA*

Tue 20 Mar – SECOND ASSIGNMENT DUE

Nazi Germany

*Readings: Chapter 20 (pp.407-425)*

*Further Materials: TBA*

WEEK 11: GENOCIDE IN CHINA AND IN ASIA (I)

Sun 25 Mar – Ethnic Assimilation in China

*Readings: Chapter 21 (pp. 426-444)*

*Further Materials: TBA*

Tue 27 Mar – Political Genocide in Postcolonial Asia

*Readings: Chapter 22 (pp. 445-465)*

*Further Materials: TBA*

WEEK 12: FINAL ESSAY WEEK

Sun 1 Apr – Easter Day (No Classes)

*Readings: None*

*Further Materials: None*

Tue 3 Apr – FINAL ESSAY (IN CLASS)

WEEK 13: GENOCIDE IN ASIA (II) AND IN NORTH AFRICA

Sun 8 Apr – Secessionist Violence in Asia

*Readings: Chapter 23 (pp. 466-488)*

*Further Materials: TBA*

Tue 10 Apr – Genocide in North-East Africa

*Readings: Chapter 26 (pp. 529-549)*

*Further Materials: TBA*

WEEK 14: CONCLUSIONS

Sun 15 Apr – Shab-e-Meraz (No Classes)

*Readings: None*

*Further Materials: None*

Tue 17 Apr – How to Avoid Genocide

*Readings: Chapter 31 (pp. 638-659)*

*Further Materials: TBA*

## 5. CLASS FORMAT

The course involves a mixture of lectures and discussions. All classes will be highly interactive: in my view, the role of the teacher is not to offer the right answers but to ask probing questions, especially in a course like this that deals with controversial topics that often lack definitive answers. As a result, it will not be enough for you to come to class: you will need to be proactive and participate in the debate. Naturally some of you will be shyer than others, which is fine (the best students are not always the most talkative). But you *will* need to interact with the class.

The subjects discussed are hotly debated and some of you will have strong opinions about them. Others will find the materials completely alien. Both situations are normal—genocide is a fiercely contested concept. Yet I expect you to come to class having done the readings and ready to ask questions about materials or concepts that are unclear to you. I make a conscious effort to invite discussion, so I will raise provocative questions and you should be prepared to engage with them.

In the course of our discussions, it is imperative that you interact respectfully with your peers. As we will be discussing issues for which there are no easy answers, it is important that you understand that everyone comes to the class with different life experiences which shape their beliefs and different levels of prior exposure to the ideas and events discussed in this class. I will thus expect—and will not condone anything short of—an attitude of collegial respect.

## 6. TEXTBOOK

The main textbook for this course will be:

D Bloxham and A. Dirk Moses (editors)  
*The Oxford Handbook of Genocide Studies*  
Oxford: Oxford University Press, 2013

In addition to this textbook, we will use a variety of other sources, both electronic and printed, which will be sent to you ahead of the scheduled class. Should you need further materials or should you want to be directed to further readings, please do not hesitate to approach me.

## 7. ASSESSMENT METHODS

- 1) ESSAY (20%)  
You will write a 1,500-word essay on one of the issues covered in the course. Guidance for the preparation of the essay and more detailed information to write it will be given closer to the date. The essay will have to follow the rules set and explained in class.  
Date: Tue, 13 February 2018
- 2) SECOND ASSIGNMENT (20%)  
This will be an assignment in its own right, but will also serve as preparation for your Final Essay. You will be given a list of ten essay questions (which will be the same as those for the Final Essay) and you will choose two questions. For both, you will prepare a one-page argument and a structure. My feedback on your arguments and structures will then help you develop the Final Essay on the 3<sup>rd</sup> of April. Guidance for preparation will be given closer to the date.  
Date: Tue, 20 March 2018
- 3) FINAL ESSAY (40%)  
This in-class assignment will build upon your work for the Second Assignment. During this in-class Final Essay, you will be asked to expand the two arguments and structures that you had developed for your Second Assignment and turn them into two proper essays, taking into account my previous feedback. Guidance for the preparation and detailed information will be given closer to the date.  
Date: Tue, 3 April 2018 (in class)
- 4) PARTICIPATION (20%)  
Your participation grade will depend on the regularity of your attendance, your punctuality, and your contribution to the class

debate. Unjustified absences will result in penalties as per AUW's policy. Late arrivals, chatting, texting or sleeping in class will be HEAVILY penalized. Students arriving more than 15 minutes late will not be allowed into the classroom. Students signing their names on behalf of others will receive a zero, with a referral for disciplinary action. Your performance will be monitored from Week 2.

## 8. KEY DATES

<i>First Assignment:</i>	Tue, 13 February 2018
<i>Second Assignment:</i>	Tue, 20 March 2018
<i>Final Essay:</i>	Tue, 3 April 2018
<i>Participation &amp; Attendance:</i>	Monitored from Week 2

## 9. GRADING SCALE

97 to 100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
93-96 = A	83-86 = B	73-76 = C	63-66 = D
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-
			< 60 = F (Fail)

***Important:*** Grades matter and you should strive to obtain the best possible grade, but the way you study is even more critical. In this course, factual knowledge is essential but insufficient; critical thinking is what will make the difference in terms of marks and—more importantly—in terms of your development. Consequently, the mere memorization of facts will not take you far—only the critical assessment of them will. What I am interested in is *your own* approach to a problem. However, you will only be able to acquire this analytical capacity if you do the readings **before** coming to class and if you participate in it. Remember: analytical reasoning without facts is impossible, but facts without any analytical framework are useless! Both are needed.

## 10. PLAGIARISM

Academic honesty is critically important and is expected of all of you at all times. For your information, definitions of and policies about academic honesty are detailed in the AUW hand-out. Please read *carefully* the section on academic integrity on pages 13-16. Violations of academic honesty will result in failing grades for assignments and/or the entire course.

## 11. CLASS ETIQUETTE

My assumption will be 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 there. Sometimes circumstances may 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 ensure that you do not read, use mobile devices or sleep in class, nor talk to students around you without good reason. Please also be sure to turn off all electronic devices. I strongly 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. It is my job to help you understand the material and I will do whatever I can to make sure that you do.