

QPPS_603 GENOCIDE STUDIES

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1. CONTACTS

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 CLASS TIMES: Thursday, 10:10-11:20 (I)
 Thursday, 11:30-12:40 (II)
 ROOM: H302
 OFFICE: ERBII-230
 OFFICE HOURS: Thursday, 2PM-4PM or By Appointment

2. INSTRUCTOR

QUALIFICATIONS: LLB/LLM in Law (Trento, Italy)
 Ph.D. in International Law (Auckland, New Zealand)
 M.Phil. in International Relations (Oxford, UK)
 Ph.D. in International Politics (Aberystwyth, UK)

EXPERTISE: International Relations, International Law, International History
 International Organization (especially the UN), Diplomacy

PROFILE: *I am an Associate Professor of International Relations in the Department of Politics and International Studies, having joined ICU in September 2018.*
I was educated at the Universities of Trento (Italy), Auckland (New Zealand), Oxford (UK) and Aberystwyth (UK), and I hold two doctoral degrees, one in International Law and the other in International Relations.
Prior to joining ICU, I was an Associate Professor of Politics, Philosophy and Economics (PPE) at the Asian University for Women (AUW), a liberal arts college that promotes gender equality and draws students from Asia and the Middle East. I was also a researcher at Sciences-Po in Paris and at Temple University Japan (TUJ) in Tokyo; an officer at the Icelandic Human Rights Centre in Reykjavik, Iceland; and an Associate with the UN Under-Secretary-General's Office in New York City.
I teach and publish in the areas of international politics, international law, global institutions (especially the UN) and human rights. I have written a number of academic articles and three single-authored monographs, most recently 'Dangerous Diplomacy', which was published by Oxford University Press in 2017.
In addition to my role at ICU, I am also the Deputy Director of the Academic Council on the United Nations System (ACUNS), Tokyo Office; the Deputy Secretary-General of the Global Peacebuilding Association of Japan (GPAJ); a Senior Adviser to the Centre for Advanced Studies on South Asia in Kathmandu, Nepal; and the Secretary/Treasurer of the International Studies Association, Asia-Pacific.
For more info, see www.hermansalton.net.

3. COURSE 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 'abnormal' and exceptional.

This course challenges this view, investigates the sources of mass killings in the modern world, and asks the following question: "Why genocide?" Using the most tragic examples of genocides and ethnic cleansing (colonial genocides, Armenia, the Nazi 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' acts is important, for not only were most episodes of ethnic massacres and genocides seen as 'moral' at the time they were committed; such an ethical perception was an essential condition for these massacres to take place. In the hope that our understanding of this process will help us avoid 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.

4. LEARNING GOALS

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

- Understand the unique nature of the concepts of ethnic massacres and genocides;
- Be familiar with the historical contexts of ethnic massacres and genocides;
- Understand the underlying logic of genocidal violence;
- Understand the role of nationalism and democracy in developing genocidal policies;
- Examine how political leaders and 'ordinary' people 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.

5. CONTENTS

WEEK 1 - 7 SEPTEMBER 2023 | OVERVIEW & INTRODUCTION

CL1. Teacher, Students, Course

CL2. What is Genocide?

WEEK 2 - 14 SEPTEMBER 2023 | CONCEPTUAL & DEFINITIONAL ISSUES

CL1. Lemkin, Culture, and the Concept of Genocide

CL2. Ethnic Cleansing versus Genocide

WK3 - 21 SEPTEMBER 2023 | STATIST AND LEGAL PERSPECTIVES

CL1. The State and Genocide

CL2. The Law and Genocide

WK4 - 26 SEPTEMBER 2023 | NO CLASSES

WK5 - 5 OCTOBER 2023 | ANCIENT WORLD & AFRICA

CL1. Genocide in the Ancient World

CL2. Africa in the Colonial Period

WK6 - 12 OCTOBER 2023 | THE AMERICAS

CL1. Rethinking Genocide in North America

CL2. Colonial Latin America

WK7 - 19 OCTOBER 2023 | OTTOMAN & RUSSIAN EMPIRES

CL1. Genocide at the Twilight of the Ottoman Empire

CL2. Genocide in the Later Russian Empire and the USSR

WK8 - 26 OCTOBER 2023 | NAZI GERMANY & CHINA

CL1. The Nazi Empire

CL2. Twentieth Century China

WK9 - 2 NOVEMBER 2023 - ASIA

CL1. State-Sponsored Violence and Secessionist Rebellions in Asia

CL2. Political Genocides in Postcolonial Asia

WK10 - 9 NOVEMBER 2023 | CONCLUSION [FINAL ESSAY DUE]

CL1. The United Nations

CL2. Punishment as Prevevention?

6. LANGUAGE OF INSTRUCTION

Lectures:	English
Readings/Materials:	English (materials in other languages can be supplied)
Tests/Quizzes/Assignments:	English
Discussions/Presentations:	English
Communication with Instructor:	English/French/Spanish/Italian

7. GRADING POLICY

Presentation:	20% [<i>Presenters will be randomly assigned for each week's readings</i>]
Respondent:	10% [<i>Respondents will be randomly assigned for each week's readings</i>]
Participation:	20% [<i>In-class attendance and participation</i>]
Final Paper	50% [<i>Students choose topic. Paper is due in Week 10</i>]

Grades matter and you should strive to obtain the best possible grade. However, *the way* you study and approach the subject is even more important. In this course, factual knowledge is essential but insufficient; critical thinking is what will make the difference in terms of grades and – far more important – 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 certain theme. 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 the discussion. Remember: analytical reasoning without facts is impossible, but facts without an analytical framework are useless! Both are needed.

8. INDEPENDENT STUDY

Study time depends on the student's attitude. The best performers will have done the readings carefully, performed well in presentations, participated actively in class discussions, and prepared their final paper well before the deadline.

9. COURSE FORMAT

The course involves a mixture of lectures and debates. All classes will be interactive: in my view, the role of the teacher is not to offer answers but to ask probing questions, especially in a course like this that deals with controversial topics which rarely have definitive answers. So it will not be enough for you to come to class: you will need to be proactive and participate in the discussion. Naturally some of you will be more shy than others, which is fine (the best students are not always the most talkative!). But you do need to interact.

The subjects discussed are hotly debated and some of you will have strong opinions about them. Others will find the materials alien. Both situations are normal?genocide and ethnic cleansing are highly contested concepts. Yet this is also why 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.

During our discussions, it is imperative that you interact respectfully with your peers. As we will be covering topics for which there are no easy answers, it is important that you understand that we all come to the class with different life experiences which shape our beliefs and different levels of prior exposure to the ideas and events discussed in this class. I will thus expect – and I will not condone anything other than – collegial respect.

10. READING LIST

Materials for this course will be uploaded on Moodle a week before class.

Books used include:

Donald Bloxham and A. Dirk Moses (eds)

The Oxford Handbook of Genocide Studies

Oxford University Press, 2013, 675pp. [*Collective work & this course's main textbook*]

Jens Meierhenrich

Genocide: A Reader

Oxford University Press, 2014, 508pp. [*A compendium of key documents/texts on genocide*]

Norman M. Naimark

Genocide: A World History

Oxford University Press, 2017, 178pp. [*A shorter 'global' history of genocide*]

Students are also encouraged to consult the following academic publication:

Journal of Genocide Research