

**Department of History**  
**Washington State University**  
**Spring 2021**

**History 464/564**  
**Comparative Genocide**

**Instructor:** Professor Raymond Sun [sunray@wsu.edu](mailto:sunray@wsu.edu)

**Grader:** Ms. Samantha Edgerton [samantha.edgerton@wsu.edu](mailto:samantha.edgerton@wsu.edu)

Class Hours: Tuesday and Thursday, 1:30-2:45 pm via Zoom

Dr. Sun's Office Hours: Tues. & Thurs. 3:15-4:15 pm or by appointment via Zoom

**The syllabus, lectures, and assignments are available on the Blackboard class website:**

<https://learn.wsu.edu/webapps/login/>

**Course Description**

This course introduces students to the comparative study of genocide in its varied forms as an essential feature of modern history and the contemporary world. We will grapple with the problems inherent to defining, understanding, predicting, preventing, or punishing genocide through a combination of sources that include theory, case studies, and personal testimonies. By doing so we will attempt to identify the common features of genocide as examined through the criteria of ideology, motives, methods, and legacies. At the same time we will establish what makes each genocide unique, or even, as has been argued, "uniquely unique." Finally, we will question, collectively and individually, what the purpose of this whole exercise might be. Why should one study the darkest realms of human thought and behavior, and how does one integrate this knowledge into life in the 21<sup>st</sup> century?

**Required Reading**

**Textbook**

Adam Jones, *Genocide: A Comprehensive Introduction*, 3<sup>rd</sup> ed. (2017)

**Personal Accounts and Case Studies (in alphabetical order by author)**

Slavenka Drakulic, *They Would Never Hurt a Fly: War Criminals on Trial in the Hague*

Jean Hatzfeld, *Machete Season: The Killers in Rwanda Speak*

**OR**

\_\_\_\_\_, *Life Laid Bare: The Survivors in Rwanda Speak*

Chanrithy Him, *When Broken Glass Floats: Growing Up Under the Khmer Rouge*

Dawn Anahid MacKeen, *The Hundred-Year Walk. An Armenian Odyssey*

Art Spiegelman, *Maus I & II* (also available as "The Complete Maus")

Clementine Wamariya and Elizabeth Weil, *The Girl Who Smiled Beads*

**Additional resources will be made available on Blackboard**

## Course Requirements

**Undergraduate students** are required to complete the following assignments:

|   |            |
|---|------------|
| Five (5) Unit Responses (5x20)            | 100 points |
| Three (3) Reading Responses (3x50 points) | 150 points |
| Take-Home Midterm Exam                    | 100 points |
| Personal Reflection Essay                 | 50 points  |
| Take-home Final Exam                      | 100 points |
| <hr/>                                     |            |
| Total                                     | 500 points |

Course grades are based upon a percentile basis: A =450-500; B = 400-449; C=350-399, D=300-349, F=below 300. Plus and minus grades will be assigned (A- = 90-92%, B+ = 88-89%, etc.)

**Graduate Students** will do all the undergraduate assignments PLUS the following: **two additional Reading Responses (2x50 = 100 points) and a research paper** that relates directly to their primary field of study, **worth 100 points**. In addition, we will meet separately to discuss class coverage in greater depth. **Graduate student grades will therefore be calculated as a percentage of 700 points.**

Within these figures there is room for flexibility at the discretion of the instructor. In determining the final grade, evidence of good will and hard work (i.e., regular attendance, notable improvement over the course of the semester, and consultations with the instructor) will be considered favorably.

### Description of Assignments

**All assignments will be posted, and assignments submitted, on Blackboard.**

All students enrolled in the course are automatically registered on the class website.

All writing assignments must be written in 12-point, Times New Roman font, double-spaced format. You must submit them as either a Word.doc or Word.docx or PDF file.

**Unit Responses (5x20 points = 100 pts.)** are three-to-four-page responses to the material covered in both readings and lectures. **Responses are required for all five (5) units in the course. Unit Response #5 will be submitted at the same time as your Final Exam.**

Responses will be due by 11:55pm on the Monday following the last day of the unit. Due dates are provided in the “Lectures and Readings” schedule. **Late assignments for Unit Responses 1-4 will be penalized a letter grade (10% = 2 points) for one day. No submissions will be accepted after that. No late responses will be accepted for Unit Response #5.**

The purpose of the unit responses is to aid you in consolidating your understanding of the issues and questions raised by the class material. Each response should include:

- **A summary** of the key themes that we covered in the unit: One page maximum, worth *five (5) points*. Be sure to reference issues covered in the **readings** as well as the **class lectures and discussions**.
- **An analysis** that explores the significance of what you think is the most important theme for a deeper understanding of the unit. NOTE: You do not have to write on every theme you note in your summary; **focus on what you think is the most important, most meaningful concept**. Two pages maximum, worth *ten (10) points*;
- **A reflection** on how this unit has affected and advanced your thinking about genocide. Questions and ambiguity are OK. One page max, worth *five (5) points*.

You must organize your paper with subheadings for each of the three required elements. Note the distribution of points and plan accordingly.

**Reading Responses (RRs) (3x50 = 150 points)** are four-to-five (4-5) page papers that respond to set questions concerning themes and issues covered by the class readings. Specific instructions will be distributed approximately a week before the due date. No RR will be assigned for the textbook. **Undergraduates must write on three (3) of the texts; Graduate students on five (5) of the six books. Late papers will be accepted with a 10% (5 point) deduction for one day. Undergraduates must write on at least ONE of the first three RRs (MacKeen, Spiegelman, and Him). Graduate students may pick the text they will skip.**

**The Take-Home Exams** will require students to synthesize information and concepts covered throughout the course in the form of essay questions and identification terms. The Midterm will be due on Friday, March 12 and the Final Exam on the Wednesday of Finals Week (May 5).

**The Graduate Research Paper** is a fifteen-to-twenty (15-20) page paper that represents a student's independent research on an issue of significant relevance to the course material. The final product should be the outcome of ongoing research and consultation with the instructor. The final draft is due Thursday of Finals Week (May 6).

**The Personal Reflection Essay (50 points)** is a three-to-four-page paper due by 11:55pm on the Friday of Exam Week (May 7). You are encouraged to turn it in sooner. **No late papers will be accepted. I strongly encourage you to think about this over the course of the semester and to organize it/draft it even before Finals Week.** The paper provides the opportunity for you to reflect upon how you will process the lessons, questions, and challenges -- intellectual, moral, and emotional -- which you will encounter in the course. How has this class changed the way you think about and perceive your present reality? What do you take away from this class that is of immediate relevance and/or lasting value? How might you use your knowledge about genocide in the future?

**Extra Credit** assignments may be offered periodically throughout the class and will include self-introductions, responses to current events, or reactions to films or readings.

## **Logistical Notes**

### **Policy on Electronic Submission of Assignments:**

All assignments will be submitted via the Blackboard on-line system at the class website. All students enrolled in the course are automatically registered on the class website on Blackboard (<https://learn.wsu.edu/webapps/login/>). There will be a designated drop-box for each assignment. Submit your assignment as a Word document or PDF and Blackboard will automatically upload and register your paper with the date and time of submission. Please note that the submission is not official until it is registered on the system.

**Policy on Technical Problems with computers:** This is Real Life, and problems do occur. I sympathize. However, no extensions on assignments will be granted without written proof of the technical problem (note from a computer technician; store receipt for replacement parts, etc.).

**Academic integrity** is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. **Academic integrity will be strongly enforced in this course. Students who violate WSU's Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will receive penalties ranging from receiving a "Zero" grade on an assignment to failing the course, depending upon the severity of the offense. They will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.**

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask the course instructors before proceeding.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at [conduct.wsu.edu](http://conduct.wsu.edu). More information may be found at the following WSU website: <https://academicintegrity.wsu.edu/>

**Students with Disabilities:** Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit the Access Center (Washington Building 217) or call (509-335-3417) to schedule an appointment with an Access Advisor. All enter or Disability Services. For more information contact a Disability Specialist. <http://accesscenter.wsu.edu>, [Access.Center@wsu.edu](mailto:Access.Center@wsu.edu)

### **“Lauren’s Promise” on reporting sexual assault, domestic violence, or stalking.**

In November 2019 the ASWSU Senate passed a resolution calling for all WSU syllabi to include “Lauren’s Promise” starting Spring 2019. The *Daily Evergreen* article about this can be found here: <https://dailyevergreen.com/67488/news/aswsu-approves-laurens-promise/>. It includes the full text of the promise. As your instructor I promise to listen with confidentiality and respect if you need to report an issue to me, and to help you connect with appropriate services to your well-being and protection.

## Learning Goals:

The Department of History's undergraduate program is designed to produce several specific outcomes. Specifically, we expect our students to be able to --

- Identify and state problems of historical analysis.
- Communicate the solutions to the above in words.
- Understand the difference between fact and interpretation.
- Recognize the contested nature of evidence and the value of historical scholarly debate.
- Show awareness of change over time.
- Be able to place the present in a historically-based context.

In addition to these general goals, students who complete this course should be able to:

1. Develop a complex and critical understanding of the historical definitions, causes, methods, experiences, and consequences of modern genocide.
2. Understand the distinctions between war, mass violence, ethnic cleansing, and genocide – and why these distinctions matter.
3. Understand the motivations and justifications of genocidal perpetrators, both official and unofficial.
4. Understand the survival strategies of target groups.
5. Understand the immediate and long-term effects of genocide on all parties: perpetrators, victims, and survivors.
6. Understand the possibilities and challenges of remembering, commemorating, and learning from genocide.
7. Establish an informed historical basis with which to evaluate contemporary issues of mass killing, ethnic cleansing, and genocide, thus becoming more effective members of a democratic society.

## Reading and Lecture Schedule

### Unit 1: Introduction -- Definitions, Concepts, Sources, and Stages

#### Week 1 (January 19-21): Groping Toward a Definition of Genocide

##### Reading:

- Adam Jones, *Genocide*, Ch. 1, “The Origins of Genocide”
- Henry R. Huttenbach, “From the editor: towards a conceptual definition of Genocide,” *Journal of Genocide Research* 4 (2) 2002: 167-176. **(PDF on Blackboard)**

#### Week 2 (January 26-28): “The Four Horsemen of Genocidal Apocalypse”

##### Reading:

- Jones, Ch. 2, “State and Empire, War and Revolution” and Ch. 5, “Stalin & Mao”
- Raymond Sun, “Finding Light in the Darkness? The Historical Treatment of Genocide as a Template for the Field of Hate Studies,” *Journal of Hate Studies* Vol. 3, No. 1 (2003/2004): 167-75. **(PDF on Blackboard)**

### Unit 2: Settler-Colonial Genocide

#### Weeks 3 & 4 (February 2-4, 9): The “European Invasion” and its Consequences

##### **Assignment Due: Unit Response #1 due Monday, February 1**

##### Reading:

- Jones, Ch. 3, “Genocides of Indigenous Peoples”
- Benjamin Hadley, “Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods,” *The American Historical Review*, Vol. 120, No. 1, pp. 98-139 **(PDF on Blackboard)**
- Kaitlin Reed, “We are Part of the Land and the Land Is Us: Settler Colonialism, Genocide & Healing in California,” *Humboldt Journal of Social Relations*, No. 42, Special Issue 42: California Indian Genocide and Healing (2020), pp. 23-49 **(PDF on Blackboard)**
- Daniel A. Gross, “A Brutal Genocide in Colonial Africa Finally Gets its Deserved Recognition,” *Smithsonian Magazine*, October 28, 2015.  
<https://www.smithsonianmag.com/history/brutal-genocide-colonial-africa-finally-gets-its-deserved-recognition-180957073/>
- Marc James Carpenter, “Pioneer Problems: ‘Wanton Murder,’ Indian War Veterans, and Oregon’s Violent History,” *Oregon Historical Quarterly*, Vol. 121, No. 2 (Summer 2020), pp. 156-185 **(PDF on Blackboard)**
- Video: “Racism, a History” (BBC – 2007), Episode 2
- <https://www.dailymotion.com/video/x7q1cuy>
- Episode 3 <https://www.dailymotion.com/video/x7q1cuy>

**February 9: Guest Presentation: Marc James Carpenter, University of Oregon**

## Unit 3: Modeling Modern Genocide: Armenia and the Holocaust (“Shoah”)

### Weeks 4 & 5 (Feb. 11, 16-18): The Armenian Genocide

**Assignment Due: Unit Response #2 due Monday, February 10**

Reading:

- Jones, Ch. 4, “The Ottoman Destruction of Christian Minorities”
- Dawn Anahid MacKeen, *The Hundred-Year Walk. An Armenian Odyssey*

### Week 6 (Feb. 23 – No Class Feb. 25): An Afternoon with the Author

- **Guest Presentation: Discussion with Ms. MacKeen**

### Weeks 7-8 (March 2-4, 9): The “Uniquely Unique” Genocide? The Holocaust

**Assignment Due: Reading Response #1 (MacKeen) due Monday, March 1**

Reading:

- Jones, Ch. 6, “The Jewish Holocaust”
- Art Spiegelman, *Maus I & II*

## Unit 4: “Never Again?” Genocide in the Late 20<sup>th</sup> Century

### Weeks 8-9 (March 11, 16-18): “The Killing Fields” of Cambodia

**Assignments Due: Midterm Exam due Friday, March 12**  
**Unit Response #3 due Monday, March 15**  
**Reading Response #2 (Spiegelman) due Friday, March 19**

Reading:

- Jones, Ch. 7, “Cambodia and the Khmer Rouge”
- Chanrithy Him, *When Broken Glass Floats: Growing Up Under the Khmer Rouge*

### Weeks 10-11 (March 23-25, 30): “Ethnic Cleansing” in the Balkans

**Assignment Due: Reading Response #3 (Him) due Friday, March 26**

Reading:

- Jones, Ch. 8, “Bosnia and Kosovo”
- Slavenka Drakulic, *They Wouldn’t Hurt a Fly: War Criminals on Trial in the Hague*

### Weeks 11-12 (April 1, 6-8): The World Chokes on the “G-Word:” Rwanda

**Assignment Due: Reading Response #4 (Drakulic) due Friday, April 2**

Reading:

- Jones, Ch. 9, “Genocide in Africa’s Great Lakes Region”
- Jean Hatzfeld, *Life Laid Bare* OR *Machete Season*

## Unit 5: New Approaches and New Genocides in the 21<sup>st</sup> Century

### Week 13 (April 15: No Class on April 13): “Gendercide”

**Assignments Due:**    **Unit Response #4 due Monday, April 12**  
**Reading Response #5 (Hatzfeld) due Friday, April 16**

**Reading:**

- Jones, Ch. 13, “Gendering Genocide”
- Clementine Wamariya and Elizabeth Weil, *The Girl Who Smiled Beads*

### Week 14 (April 20-22): Justice? Prevention? Remembrance? Closure?

**Assignment Due:** **Reading Response #6 (Wamariya) due Friday, April 23**

**Reading:**

- Jones, Ch. 12 (Political Science and Intl. Relations),  
Ch. 14 (Memory, Forgetting, and Denial), Ch. 15 (“Justice, Truth, and Redress”)
- **April 22: Guest Presentation – Professor Scott Slovic (Department of English, University of Idaho): “Varieties of Environmental Genocide”**

### Week 15 (April 27-29): Genocide in the 21<sup>st</sup> century

**Assignment Due:** **Unit Response #5 will be due at the same time as your Final Exam.**

**The Take-Home Final Exam is Due on Wednesday of Exam Week (May 5)**

**Graduate Research Paper is due Thursday of Exam Week (May 6)**

**Reflection Paper is due Friday of Exam Week (May 7)**