

**North Carolina Agricultural and Technical State University**  
**Fall 2007, University Studies**  
**UNST 216: *Genocide in the Modern World***

**Required Texts:**

Julie Flint & Alex De Waal, *Darfur: A Short History of a Long War*, New York: Zed Books, 2005.  
Eric D. Weitz, *A Century of Genocide*, Princeton, NJ: Princeton University Press, 2006  
Elie Wiesel, *Night*, Marion Wiesel, trans., New York: Hill and Wang, 2006.

**Course Description:**

This course examines the notions of genocide, mass murder, human nature, race, nation, social Darwinism, dehumanization, demonization, politics of memory, politics of identity, and civilization, and it explores the social, economic, political, and psychological roots of genocide in the context of a historical study of twentieth century genocidal projects. The course surveys (a selection of) the Armenian genocide, Stalin's Russia, Nazi Germany, Cambodia, Rwanda, Bosnia and Darfur, to trace the nature and development of dangerous ideas about racial and cultural fitness. The course will help students develop critical thinking skills in their oral and written work and learn to use information technology effectively.

**Course Objectives:**

As a result of taking this course, students will be able to:

- Understand and apply the basic elements of effective scholarly research
- Understand key terms and identify crucial distinctions between war, mass murder and genocide
- Demonstrate a basic level of understanding and literacy with regard to the social, political, and psychological forces that motivate and are used to justify genocidal projects.
- Use a wide range of disparate information and knowledge to draw inferences, test hypotheses, and make decisions.
- Develop an appreciation for cultural difference that is neither hierarchical nor evolutionary in orientation.
- Recognize behaviors that place individuals, families and communities at risk.
- Understand the role that markets, governments and social institutions play in reducing social and economic equality.

**Course Requirements**

Students will demonstrate their attainment of the course objectives through participation in various activities and performances of understanding. Instructional strategies include, but are not limited to the following: lecture, discussion, videos, projects, presentations, group assignments, individual assignments, and examination. ***Expect to be engaged in significant reading, reflection, and self-evaluation.***

**Attendance and Participation**

Daily attendance will be taken. 10 absences will result in an automatic F for the course (3 tardies count as an absence). Attendance is absolutely essential to student success in this course. Students must come to class with assigned readings completed, bringing any notes or other homework assigned. A large percentage of the material on the quizzes and the final exam derive from readings and class lectures. It is imperative that students read the assigned materials prior to class, so that we can conduct informed discussions, **so set aside specific time to attend to the material assigned.**

During class, students are expected to be alert, active, and taking notes. They must be prepared to learn, initiate, and engage in class discussions and activities. An active interchange amongst all present will contribute to an energized environment and enriched experience. Student questions, comments, and contributions help keep the class interesting and relevant. To be counted present you must “click on” using the Classroom Response System “clickers.” **“Clicking in” your classmates will be treated as a case of cheating and all students involved will be marked absent that day.**

### **Assignments**

You are responsible for all assignments whether you are present or not, including quizzes (online, in-class, or take-home), exams, and short “response papers” (type double-spaced on a sheet of paper, usually of 1-2 pages your original thoughts and words on an assigned reading question). Students may also be asked to fill out prepared worksheets in response to the readings and bring them to class. Group work is frequent and participation is mandatory; in assigned groups, students may “grade” each other or credit may be based on completion alone, rather than awarded a letter or number grade.)

### **Aggie Pride Compact:**

Students will conduct themselves according to the ethical and behavioral principles of the Aggie Pride compact, which calls on students to develop intellectual curiosity about a subject by adhering to the following principles and practices:

- (A) Study: active listening in class and taking good lecture notes; reading all assignments and good notes on the reading; reviewing notes for quizzes, exams; intellectual rigor
- (B) Collaboration: working effectively in small groups (teamwork), being accountable, sharing information, finding consensus among diverse viewpoints
- (C) Scholastic honesty: Cheating of any kind will not be tolerated and the penalties will be severe. We will follow university policies with regard to this matter. See the NCA&TSU Student Handbook at <http://www.ncat.edu/~acdaffrs/academicdishonestypolicy.htm>:

## **ACADEMIC DISHONESTY POLICY**

“North Carolina Agricultural and Technical State University is committed to a policy of academic honesty for all students. Examples of Academic Dishonesty include but are not limited to:

- Cheating or knowingly assisting another student in committing an act of academic dishonesty;
- Plagiarism (unauthorized use of another person’s words or ideas as one’s own) which includes but is not necessarily limited to submitting examinations, theses, reports, drawings, laboratory notes or other materials as one’s own work when such work has been prepared by another person or copied from another person.
- Unauthorized possession of examinations or reserve library materials, destruction or hiding of source materials, library materials, or laboratory materials or experiments or any other similar action;
- Unauthorized changing of grades or marking on an examination or in an instructor’s grade book, or such change of any grade record;
- Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct; or
- Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action but may also affect the evaluation of the student’s level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action as defined below. In instances where a student has clearly been identified as having committed an academic act of dishonesty, the instructor may take appropriate punitive action including a loss of credit for an assignment, an examination or project, or

award a grade of “F” for the course subject to the review and endorsement of the chairperson and the dean. Repeated offenses can even lead to dismissal from the University.”

**NOTE: The first offense for cheating/plagiarism in this course is an automatic “F” for the assignment. The second offense is an automatic F for the course.**

### **Classroom Rules and Guidelines:**

Instructors will vigorously enforce the following rules and regulations:

1. Students must be on time and remain in their seats until the class is over. Students who leave class early will not be permitted to re-enter the auditorium. Please take care of all personal affairs before class begins.
2. Students will turn off cell phones and remove them from their desktops. Faculty will not tolerate any use of cell phones during class.
3. Students will not bring food or drink into the auditorium during class; anyone who does will be ordered to leave immediately.
4. Students will maintain the quality of the facility, i.e., no writing on desktops; vandalism of any kind will be dealt with severely by university officials.
5. Students will avoid all contact with any technology in the auditorium unless directed by faculty members. Students are responsible for bringing their “clickers” to every class.

**DISABILITY SUPPORT SERVICES:** The Office of Disability Support Services operates as an integral part of the [Division of Student Affairs](#) at North Carolina A&T State University. The scope of the services offered are essential to our students' total development as they matriculate at the University. The basic philosophy of the Office reflects an attitude of human worth, value and ability in all persons. Thus, the mission is that of providing the necessary services and aid for the comprehensive development of the students served. Students with documented disability and who are registered with the Office have access to services such as: Personal, career and academic counseling, testing accommodations, note takers/scribes, assistive listening devices, use of tape recorders (2 and 4 track), accessible Housing, classroom and program accessibility, assistance with textbooks on tape, and assistance with the registration process. (This is only a partial listing of services available.) Services are fashioned in response to individual student disability and need. Accommodations and academic adjustments must be requested by students. Office hours are from 8:00 a.m. to 5:00 p.m., Monday - Friday. For additional information, please contact Peggy Oliphant, Veteran and Disability Support Services, Room 005 Murphy Hall, 336.334.7765 or email her at [oliphant@ncat.edu](mailto:oliphant@ncat.edu).

### **Blackboard: The Course Website:**

Learning to use Blackboard technology skillfully is an important objective for this course. To insure success, students must develop a level of basic mastery of its e-learning component. Students must be personally responsible for accessing and using Blackboard.

**Accessing Blackboard:** Check your course Blackboard site daily for new information!

Many of the assignments and assessments of student learning in this course will be done electronically using Blackboard. It is absolutely imperative that you establish access to Blackboard at the start of the semester. You must first get your PIN from your advisor and create an Aggie Email account to access Blackboard the first time. You will then use the first part of your email log-in and PIN to get into the Blackboard site for your particular course and section.

**Using Blackboard:** Use these parts of the course website to:

- Read and consult the syllabus = Syllabus
- Check for daily/weekly announcements from instructors = Announcements
- Take the online quizzes = Course Information
- Check your quiz and exam scores = Gradebook
- View the lists of key terms = Course Documents
- Investigate issues = External Links
- Discuss issues = Discussion Board

**Taking the Online Quizzes (NOTE: Quizzes may be given in class instead):**

Follow these steps to avoid problems:

- When taking the online quizzes, try whenever possible to log-in from one of the on-campus computer labs or Bluford Library, which has wireless laptops and numerous computer stations available. This will help you avoid network problems.
- Go to Course Information to locate the links to the quizzes. Once you begin a quiz you cannot open a new browser window to search for information. Doing so will cause the quiz to crash and you may get “locked-out” of the quiz. Also do not hit the Save button. Simply input your answers and when you are ready to turn it in hit the Submit button.
- If you have a technical problem during a quiz you will see a small lock icon where you would normally see your quiz score (in the online grade book). Your instructors can reset your account so that you can re-take the quiz. Pay attention to your instructors’ in-class and Blackboard announcements on the days before and during the quizzes.
- You will have four days to take each quiz. If a student does not attempt a quiz within its window of availability that student will not be allowed to make it up. There are no make-up quizzes or exams in this course except under extraordinary circumstances (which require written documentation).

**A&T Email and Blackboard Issues:**

Aggie Help Desk = (336) 334-7195 (basement of Bluford Library)

For Aggie Email Accounts go to <http://www.ncat.edu/accounts/request.php>

**Assessment/Grading Plan**

<b><u>Assignment</u></b>	<b><u>Percentage Points</u></b>	<b><u>My Score</u></b>
<i>Unit Quizzes/Exams/Papers</i>		
<i>Quiz # 1</i>	15	_____
<i>Quiz # 2</i>	15	_____
<i>Quiz # 3</i>	15	_____
<i>Quiz # 4</i>	15	_____
<i>Final Exam</i>	15	_____
<i>Worksheets/“Pop” Quizzes/Response Papers</i>	15	_____
<i>Attendance/Participation</i>	10	_____
<i>Final Grade</i>	100	_____

## COURSE OUTLINE

NOTE: Expect to take unit quizzes during the last week of each unit. “Pop” quizzes, collaboration worksheets, and response papers will be assigned at other times during each unit.

**First two days of class: *Introduction to the course and course technology.***

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### UNIT I

**Week of 8/27- 8/31**

**What is Genocide? Terms of Discussion, Forms of Genocidal Violence**

Readings: Weitz pp. 8-15 (M); 16-32 (W); 32-52 (F)

Suggested Extra Readings:

What is Genocide: <http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10007043>

What’s in a name? <http://www.ushmm.org/conscience/analysis/>

Raphael Lemkin: <http://www.ushmm.org/conscience/history/>

Racism: <http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005184>

Anti-Semitism: <http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005184>

**Week of 9/5- 9/7**

**(Monday 9/3 LABOR DAY HOLIDAY: NO CLASS)**

**The Armenian Genocide: Setting a Modern Precedent**

Readings: Weitz pp. 1-7 (M)

Suggested Extra Readings:

[www.armeniapedia.org/index.php?title=Armenian\\_Genocide](http://www.armeniapedia.org/index.php?title=Armenian_Genocide)

[www.armenian-genocide.org/](http://www.armenian-genocide.org/)

[www.umd.umich.edu/dept/armenian/facts/genocide.html](http://www.umd.umich.edu/dept/armenian/facts/genocide.html)

**Week of 9/10-9/14**

**Stalin’s Russia**

Readings: Weitz pp. 53-68 (M); 68-84 (W); 84-101 (F)

Suggested Reading:

<http://www.historyplace.com/worldhistory/genocide/stalin.htm>

<http://www.faminegenocide.com/resources/genocide/index.html>

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### UNIT II

**Week of 9/17- 9/21**

**Nazi Germany and the Holocaust: Nazi Ideology & The Politics of Memory**

Readings: Weitz 102-114 (M); 114-132 (W); 132-143 (F)

Extra Readings:

<http://www.ushmm.org/wlc/en/>

<http://www.ushmm.org/education/foreducators/will/>

**Mosaic of Victims** <http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005149>

<http://www.ushmm.org/education/foreducators/nesse/>

**Week of 9/24- 9/28**

**Testimony and Truth; the Nazi Experiment in Dehumanization**

Wiesel pp. 1-46 (M); 47-85 (W); 85-115 (F)

**Week of 10/1- 10/5**

**The Victims: Didn't they leave? The perpetrators: Mad Nazis or Ordinary Men? /**

<http://www.ushmm.org/education/foreducators/nesse/>

**Goldhagen vs. Browning** (BB Reading TBD)

**(Monday/Tuesday 10/8-10/9: FALL BREAK, NO CLASS):**

**Friday 10/12 The Aftermath of Holocaust**

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005462>

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**UNIT III**

**Monday 10/15-Friday 10/19**

**Cambodia's Killing Fields**

Readings: Weitz pp. 144-170 (M); 170-189 (W);

<http://www.cambodiangenocide.org/genocide.htm>

**NOTE: MIDTERM GRADES WILL BE SENT IN WED. OCT. 17**

**Monday 10/22- Friday 10/ 26**

**Rwanda and the Politics of Race**

BB Readings:

Posted to Blackboard: Hamlet article

Samantha Power, "Never Again":

<http://www.pbs.org/wgbh/pages/frontline/shows/karadzic/genocide/neveragain.html>

**Monday 10/29-Friday 11/2**

Rwanda and the Politics of Race (continued)

**Wednesday 10/17-Friday 11/9**

(Founder's Day, Thursday 10/25, 10am-12 noon classes suspended)

*Genocide Watch: Darfur*

Readings pp. 1-32 (M); 33-85 (W); 85-134 (F)

<http://www.ushmm.org/conscience/analysis/>

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**UNIT IV:**

**Week of 11/12- 11/16**

**Philosophical Aspects of Genocide**

Blackboard Readings

**Monday 11/19-** Reading Weitz pp. 236-254

**(Thanksgiving Holiday Wed. 11/21-Sunday 11/25: NO CLASS)**

**Monday 11/26-Friday 11/30**

**Psychological Aspects of Genocide**

"Conditions for Guilt-Free Massacre" in Nevitt, Comstock, et al. *Sanctions for Evil*.

**Monday 12/3-Friday 12/5**

**The Punishment / Impunity Dilemma**

<http://www.ushmm.org/wlc/article.php?lang=en&ModuleId=10005140>

[http://www.afriquenligne.fr/news/daily\\_news/un\\_member\\_states\\_to\\_try\\_rwandan\\_genocide\\_suspects\\_200708034775/](http://www.afriquenligne.fr/news/daily_news/un_member_states_to_try_rwandan_genocide_suspects_200708034775/)

Talking Points <http://www.ppu.org.uk/genocide/talk1.html>

**UNIT QUIZ**

**LAST DAY OF CLASSES: Thursday 12/6**

**READING DAY: Friday 12/7**

**FINAL EXAM WEEK: DECEMBER 8-14 (Saturday-Friday)**

<p><b>Reservation statement: The instructor reserves the right to make adjustments to this syllabus as needed.</b></p>
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