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Office Hours: MW 3:30-4:45 Office Hours: Monday 1-2 Tuesday 11:30-12:30, or by appointment

 **GENOCIDE**

 **FIRST-YEAR SEMINAR 22**

 In the last century, genocide has occurred all too often. The Holocaust is the most famous case, but it was not the first, nor has it been the last. Indeed, in your lifetime, genocide has occurred in the former Yugoslavia, Rwanda and Sudan. But just what is genocide? Why do states engage in mass murder? How do they mobilize citizens to become perpetrators? What happens to societies in the aftermath of genocide? How unique is the Holocaust as a case of genocide? And finally, what are the politics surrounding the term “genocide”? We will examine these and other questions through the in-depth study of three particular cases of genocide: the Nazi murder of Jews during World War II, Pol Pot’s massacre of Cambodians in the 1970s, and the 1994 genocide in Rwanda.

 The following are available for purchase at Amherst Books on Main Street in town:

 Samantha Power, *A Problem From Hell*

 Christopher Browning, *Ordinary Men*

 Jan Gross, *Neighbors*

 Primo Levi, *Survival in Auschwitz*

 Loung Ung, *First They Killed My Father*

Multiple copies of all of the books listed above are on reserve at the Frost Library. In addition, copies of these books are available in the Five College Library system. If you are going to rely on library copies (either on reserve or via Inter-Library Loan) you should be prepared to share access to the books with other students.

 There is also a Course Reader available for purchase in the History Department office, Chapin 11. In addition, some readings will be readable via on-line sources, and most movies will be shown via on-line streaming. If you ever have any questions about how to access readings or movies, you should feel free to ask.

 Readings will be discussed on the day for which they are assigned. **THERE ARE READINGS ASSIGNED FOR THE FIRST CLASS. We expect you to have completed the readings assigned for the first class BEFORE coming to class, and to have completed the writing assignment before the first class as well.** If you have questions about accessing the reading or about the writing assignment, feel free to email your instructor.

**SYLLABUS:**

**PART I: THE HOLOCAUST**

**Wednesday, September 8: The Problem from Hell**

S. Power, *A Problem From Hell*, 1-85.

A. Jones, *Genocide: A Comprehensive Introduction,* Chapter 6: “The Jewish Holocaust” (pp. 233-255), available at [Genocide: a comprehensive introduction](http://www.genocidetext.net)

(Note: When you click on the above link, it will take you to a webpage; you should then click on the link to “Table of Contents,” and then on the link to Chapter 6. That link will bring up a PDF file, and to read it you will need Adobe Reader (a free program) installed on your computer).

WRITING ASSIGNMENT DUE:

One-page (single-spaced) essay on topic: “What is the problem from hell?”

**Monday, September 13: Perpetrators (I)**

C. Browning, *Ordinary Men,* pp.1-189.

WRITING ASSIGNMENT DUE: Do a reading form for *Ordinary Men* (reading forms will be handed out in the previous class).

**BY TUESDAY, SEPTEMBER 14: See Night and Fog. The film is approximately 30 minutes long and is available via video-streaming.**

**Wednesday, September 15: The Holocaust in Film**

Discussion of Night and Fog.

Writing Discussion: The Passive Voice

**Monday, September 20: Collaborators**

J. Gross, *Neighbors.*

WRITING ASSIGNMENT DUE: Do a reading form for *Neighbors.*

**Wednesday, September 22: Victims (I)**

P. Levi, *Survival in Auschwitz,* 1-55 (through chapter Ka-Be).

Writing Discussion: Sentences and clarity of expression

**Monday, September 27: Victims (II)**

P. Levi, *Survival in Auschwitz,* 56-173.

WRITING ASSIGNMENT DUE: 2-PAGE ESSAY (Topic to be announced)

**Wednesday, September 29: Was the Holocaust unique? (I)**

Course Reader:

S. Katz, “The Uniqueness of the Holocaust,” 19-38.

Writing Discussion: Paragraphs and the construction of an argument

**Monday, October 4: Was the Holocaust unique? (II)**

Course Reader:

D. Stannard, “Uniqueness as Denial,” 163-208.

WRITING ASSIGNMENT DUE: 2-PAGE ESSAY (Topic to be announced)

**Comparative Topic: Lord Amherst and the Smallpox Blankets: Genocide or Tactic of War?**

**Wednesday, October 6: Visit to Mead Art Museum**

Course Reader: E. Fenn, “Biological Warfare in Eighteenth-Century North America: Beyond Jeffery Amherst”
*The Journal of American History,* Vol. 86, No. 4 (Mar., 2000),
pp. 1552-1580 Published by: Organization of American Historians
Explore the website: <http://www.nativeweb.org/pages/legal/amherst/lord_jeff.html>

***Monday, October 11: NO CLASS (FALL BREAK)***

**PART II: CAMBODIA**

**Wednesday, October 13: The US and Cambodia**

S. Power, *A Problem From Hell,* 87-169.

Course Reader:

B. Kiernan*, Blood and Soil,* 539-554.

WRITING ASSIGNMENT DUE: Paragraph on reading (Topic to be announced)

**Monday, October 18: Victims (III)**

L. Ung, *First They Killed My Father.*

WRITING ASSIGNMENT DUE: 2-PAGE ESSAY (Topic to be announced)

**TUESDAY, OCTOBER 19, 6PM: PIZZA AND MOVIE NIGHT**

 **Film: Swimming to Cambodia**

**Wednesday, October 20: Creating a film about genocide**

Discussion of Swimming to Cambodia.

Writing Discussion: Introductions

**Monday, October 25: Exploring the Cambodian Genocide Program website**

<http://www.yale.edu/cgp/>.

WRITING ASSIGNMENT: 2-PAGE ESSAY (Topic to be announced)

**By TUESDAY, OCTOBER 26: See movie, The Killing Fields via on-line streaming.**

**Wednesday, October 27: Genocide on Film (I)**

Discussion of The Killing Fields.

Writing Discussion: Conclusions

**PART III: RWANDA**

**Monday, November 1: Class Debate on US intervention in Rwanda**

S. Power, *A Problem from Hell*, 329-389.

Course Reader:

Memorandum from Prudence Bushnell, Principal Deputy Assistant Secretary, Bureau of African Affairs, through Peter Tarnoff, Under Secretary for Political Affairs, to Secretary of State Warren Christopher, “Death of Rwandan and Burundian Presidents in Plane Crash Outside Kigali”, April 6, 1994.

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB53/rw040694.pdf>

Memorandum from Deputy Assistant Secretary of Defense for Middle East/Africa, through Assistant Secretary of Defense for International Security Affairs, to Under Secretary of Defense for Policy, “Talking Points On Rwanda/Burundi”, April 11, 1994. Confidential.

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB53/rw041194.pdf>

WRITING ASSIGNMENT: Prepare talking points for the debate.

**BY TUESDAY, NOVEMBER 2: See movie, Valentina’s Nightmare. The film is approximately 60 minutes and is available via video-streaming.**

**Wednesday, November 3: Victims (Survivors) (III)**

Discussion of Valentina’s Nightmare.

Course Reader:

Fergal Keane, “The Rwandan Girl Who Refused to Die,” The *Sunday Times* (London): <http://www.pbs.org/wgbh/pages/frontline/shows/rwanda/reports/refuse.html>

Discussion on finding scholarly articles

**Monday, November 8: Perpetrators (II)**

Course Reader:

Mahmood Mamdani, *When Victims Become Killers*, pp. 3-15.

Philip Gourevitch, “Letter from Rwanda,” *The New Yorker*, December 18, 1995: <http://www.newyorker.com/archive/1995/12/18/1995_12_18_078_TNY_CARDS_000372942?currentPage=all>

LIBRARY/WRITING ASSIGNMENT DUE: Find one scholarly article that you could use for your assignment due on November 17. Write a paragraph describing that article.

**Wednesday, November 10: Intervening in Genocide**

Course Reader:

Romeo Dallaire, *Shake Hands with the Devil*, 1-7, 510-22

Mark Doyle, “Captain Mbaye Diagne,” *Granta* 48 (Summer 1994), 98-103.

Fax from Maj. Gen. Romeo Dallaire, Force Commander, United Nations Assistance Mission for Rwanda, to Maj. Gen. Maurice Baril, United Nations Department of Peacekeeping Operations, “Request for Protection for Informant”, January 11, 1994.

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB53/rw011194.pdf>

Discussion on Citing Materials (footnotes/endnotes)

**Monday, November 15: Choice and Genocide**

Course Reader:

Scott Straus, *The Order of Genocide*, 122-152

John Jantzen, “Historical Consciousness and a ‘Prise de Conscience’ in Genocidal Rwanda,” *Journal of African Cultural Studies* 13 (2000): 153-68

**Wednesday, November 17: Rwanda Since 1994**

Listen to two radio stories on Rwanda after the genocide; each story is about 9 minutes long. The website has a full transcript as well as accompanying pictures:

1) “Rwanda Genocide Memorial,” from PRI’s The World, first aired Feb. 13, 2007 (warning: graphic images): <http://www.pri.org/theworld/?q=node/7997>

2) “Rwanda’s Gacaca Courts,” PRI’s The World, first aired Feb. 14, 2007:

<http://www.pri.org/theworld/?q=node/8032>

Course Reader:

Filip Reyntjens, “Rwanda, Ten Years on: From Genocide to Dictatorship,”

[African Affairs](http://www.jstor.org/action/showPublication?journalCode=africanaffairs), Vol. 103, No. 411 (Apr., 2004): 177-210.

Josh Kron, “For Rwandan Students, Ethnic Tensions Lurk,” *The New York Times*, May 17, 2010: <http://www.nytimes.com/2010/05/17/world/africa/17rwanda.html?scp=1&sq=kron%20ethnic%20rwanda&st=cse>

WRITING ASSIGNMENT DUE: 3-Page Memorandum on how to deal with a society that has experienced genocide.

***THANKSGIVING BREAK***

**Monday, November 29: Picturing Genocide**

Course Reader:

Jo Ellen Fair and Lisa Parks, “Africa on Camera: Television News Coverage and Aerial Imaging of Rwandan Refugees,” [Africa Today](http://www.jstor.org/action/showPublication?journalCode=africatoday), Vol. 48, No. 2 (Summer, 2001): 35-57.

Mia Fineman, “‘Children of Bad Memories’: Photographing a generation born of rape during the Rwandan genocide,” on-line at Slate.com:

<http://www.slate.com/id/2219840>

Click the link at the end of the story for accompanying photos.

**BY TUESDAY, NOVEMBER 30: See Hotel Rwanda.**

**Wednesday, December 1: Genocide on Film (II)**

Discussion of Hotel Rwanda.

WRITING ASSIGNMENT DUE: 2-Page Film Analysis

**FRIDAY, DECEMBER 3: REWRITE OF MEMORANDUM DUE**

**Monday, December 6: Theories about Genocide**

Course Reader:

B. Kiernan, *Blood and Soil,* 1-40.

E. D. Weitz, “The Modernity of Genocides,” 53-73.

A. Alvarez, *Governments, Citizens, and Genocide,* 130-152.

**BY WEDNESDAY, DECEMBER 8: See films about the Milgram and Zimbardo experiments.**

The Milgram experiment film is available via video streaming; the Zimbardo film is available by clicking on the link below:

[http://video.google.com/videoplay?docid=677084988379129606#](http://video.google.com/videoplay?docid=677084988379129606)

**Wednesday, December 8: Testing Genocide in Staged Experiments**

Discussion of Milgram and Zimbardo Experiments

**Monday, December 13: Memory and Genocide: Dark Tourism**

Sara Guyer, "Rwanda's Bones," *Boundary 2*, Vol. 36 (2009): 155-176.
Paul Williams, "Witnessing Genocide: Vigilance and Remembrance," *Holocaust and Genocide Studies* 18 (Fall 2004), pp. 234-254.
WRITING ASSIGNMENT DUE: DRAFT OF FINAL PAPER (5-7 PAGES)

**Wednesday, December 15: Concluding Discussion**

**FINAL PAPER (5-7 PAGES) DUE MONDAY, DECEMBER 20, 5PM**

 **COURSE REQUIREMENTS**:

1) **ATTENDANCE AND ACTIVE PARTICIPATION in all seminar sessions are required**. In addition, you may occasionally be asked to post a comment and/or question on the course’s discussion forum. These posts will count toward your class participation grade. If you must miss class, please e-mail your instructor in advance. Over the course of the semester, you may miss one class without penalty. All other missed classes will result in a 4% deduction from your class participation grade.

2) **FREQUENT WRITING ASSIGNMENTS (as noted on the syllabus). We will not accept late assignments.**

3) **FINAL PAPER (5-7 PAGES LONG). You will complete a draft of this paper by December 13. You will have the opportunity to rewrite this paper before its final due date, Monday, December 20.**

**INTELLECTUAL HONESTY**

In this class, as in all of your classes, intellectual honesty is required. Briefly put, that means that all work that you turn in to us is your own, and that whenever you quote primary or secondary sources you footnote accordingly. Any student who plagiarizes will receive a failing grade in the course and will be reported to the class dean. If necessary, we will discuss intellectual honesty more fully over the course of the semester. You should take a look at the college website on academic honesty: [www.amherst.edu/campuslife/deanstudents/acadhonesty.](http://www.amherst.edu/campuslife/deanstudents/acadhonesty.)

The Frost Library has a page devoted to links to on-line manuals that provide rules for and examples of proper citation form: [https://www.amherst.edu/library/find/stylemanuals](file:///C%3A%5CDocuments%20and%20Settings%5Cricabin%5CLocal%20Settings%5CTemp%5Cwww.amherst.edu%5Clibrary%5Cfind%5Cstylemanuals).

**FINAL GRADES** will be calculated according to the following formula:

**Class participation: 35%**

**Frequent Writing Assignments: 50%**

**Final Paper: 15%**