

Modern Genocide and Mass Violence

HSS391

Course Description

In the twentieth century, mass violence occurred at unprecedented scales. This course will examine and interrogate the term genocide, and examine it through a broad comparative framework. Students will investigate the historical circumstances which contributed to these events happening in the modern world, what political, social, economic, and cultural factors led humans to target specific groups of people for extermination, how societies have sought to make sense of these events, and whether the international community can prevent or intervene in mass killings. This is a dynamic course, in which all students' participation is both necessary and appreciated.

INSTRUCTOR:

- Dr. Jennifer Egloff
- Office: A120
- Office Hours:
 - Tuesday 9-10:55am
 - Wednesday 10-11:55am
 - Friday 1:20-3:15pm
- Telephone number: (630) 907-5468
- Email address: jegloff@imsa.edu

Meeting Days, Time and Room

HSS391.1 – ABD – Module 1 – Room A12

HSS391.2 – ACD – Module 2 – Room A12

HSS391.3 – ABD – Module 5 – Room A12

Course Materials

Computer - We will be utilizing computers at selected times during the course

Binder

Notebook – Please come prepared to take notes during class

Tape Flags (recommended)

Scott Straus – *Fundamentals of Genocide and Mass Atrocity Prevention* (2014) – Please bring this text to each class session

All other readings and supporting materials are available via Moodle.

There are also questions for consideration, which will help to inspire our in-class and online discussions, quizzes, and papers.

Be sure to consult Moodle regularly.

Essential Content

In addition to analyzing the historical circumstances that lead to the creation of the word “genocide” in the 1940s, and how it has been applied—or not applied—to subsequent events, this course also interrogates the term itself, and explores whether it can suitably be applied to events that happened prior to WWII.

SSLs and Outcomes

Extending and Integrating Thought

Expressing and Evaluating Constructs

Thinking About Thinking

Instructional Design and Approach

By analyzing both primary and secondary sources, students will develop their critical reading and thinking skills, as well as their ability to formulate historical arguments, support them with evidence, and express them clearly both orally and in writing.

Student Expectations

Attendance

Attendance is mandatory, and will be taken at the beginning of class. If you are not present when I call your name, you will be marked “absent.” If you arrive within **5 minutes** of the start of class, you will be marked “tardy.” It is your responsibility to make sure that the “absent” is changed to “tardy” *prior* to leaving the classroom. If you are more than five minutes late, you must report to the attendance office and obtain the appropriate documentation prior to returning to class.

Technology

Please have your phones turned off and put away during all class sessions. Hearing or seeing a phone will result in a zero participation grade for the day, and habitual offences could lead to further disciplinary action.

Please bring your computers to class, but do not utilize them unless instructed to do so.

Please plan to take notes on paper during class. It is suggested that you get a dedicated notebook for this course, and review your notes periodically.

Make-ups and Extensions

There will be no make-ups or extensions unless you have an excused absence.

Late Assignments

Late assignments will be assessed a 10% penalty for every 24 hours that they are late (including weekends), and will not be accepted after five days.

Participation

It is your responsibility to participate both in the in-class discussion, and via the online discussion forums. At the beginning of the semester, please create and share a Google Doc with me in which you track your daily participation in the course. Please log your participation prior to the next class session. The intention is to encourage you to reflect

on whether you are participating in the course as much as possible. Please title your document – [Course Number and Section]-[First Initial] [Last Name]-F2019.

Academic Integrity

Academic integrity is imperative in all courses. For history courses, plagiarism is a primary concern. Students are required to utilize Chicago-style citations to reference all sources that they consult, regardless of whether they are using an exact quotation or a paraphrase. We will be utilizing anti-plagiarism software to ensure that everything is cited properly. If you are unsure about the proper way to cite, it is advised that you discuss it with Dr. Egloff well prior to the deadline.

Assessment Practices, Procedures, and Processes

Two Short Papers – 30% (15% each)

- Students will choose one of the provided prompts in order to write a 3-5-page essay in which they formulate an historical argument and support it utilizing evidence from the course materials.

Project – 30%

- Utilizing both course materials and library resources, students will explore an (approved) topic of their choice, in order to write a 7-10-page essay that puts forth an historical argument and supports it with properly cited evidence. There are several intermediate assignments, and a required meeting with the instructor.

Quizzes – 20%

- Quizzes will be administered throughout the semester, weighted equally, and averaged. Quizzes may assess any material that had been assigned or discussed up to that point in the course. Quizzes will generally be announced in advance, but there is always the possibility of a pop quiz, especially if students are reticent to discuss the assigned readings.

Participation – 20%

- Students are required to participate both in-class and via the online discussion forums.

See Moodle for more detailed descriptions.

Important Dates – *Mark these on your calendar*

N. B. – There will also be quizzes and intermediate assignments throughout the semester.

- *Friday 4 October 2019* – Submit Paper #1 via TurnItIn
- *Friday 18 October 2019* – Submit Project Topic
- *Friday 8 November 2019* – Submit Paper #2 via TurnItIn
- *Friday 15 November 2019* – Submit Project Outline
- *Friday 13 December 2019* – Submit Projects via TurnItIn

Sequence of Topics and Activities

Week #1 – Introduction (19-25 August 2019)

Week #2 – Interrogating Definitions (26 August - 1 September 2019)

Week #3 – How Did the Holocaust Happen? (2-8 September 2019)

Week #4 – International Reactions to the Holocaust (9-15 September 2019)

Week #5 – Genocide in the Twentieth Century (16-22 September 2019)

Week #6 – Genocide in the Twentieth Century (continued) and Library Workshop
(23-29 September 2019)

Week #7 – Genocide in the Twentieth Century (continued) (30 September - 6 October 2019)

- *Friday 4 October 2019* – Submit Paper #1 via TurnItIn

Week #8 – Genocide in the Twenty-First Century (7-13 October 2019)

Early dismissal Thursday 10 October 2019, Faculty Development Friday 11 October

Week #9 – Genocide in the Twenty-First Century (continued) (14-20 October 2019)

IMSA closed Monday 14 October 2019

- *Friday 18 October 2019* – Submit Project Topic

Week #10 – “Genocide and Mass Atrocity Prevention” (21-27 October 2019)

Week #11 – “Genocide and Mass Atrocity Prevention” (continued) (28 October - 3 November 2019)

Week #12 – “Genocide and Mass Atrocity Prevention” (continued) (4-10 November 2019)

- *Friday 8 November 2019* – Submit Paper #2 via TurnItIn

Week #13 – Can the Term “Genocide” be Applied Retroactively?: Armenian “Genocide” (11-17 November 2019)

- *Friday 15 November 2019* – Submit Project Outline

Week #14 – Other Historical “Genocides” (18-24 November 2019)

Week #15 – Other Historical “Genocides” (continued) (25 November - 1 December 2019)

Early dismissal Tuesday 26 November – No classes for the rest of the week

Week #16 – Nonviolent Genocide(?) (2-8 December 2019)

Week #17 – “Genocide” in Contemporary Culture (9-15 December 2019)

- *Friday 13 December 2019* – Submit Projects via TurnItIn

Final Class – Reflection on the Themes of the Course (Monday 16 December 2019)