



**DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS**

**POLI 470 Lecture 01
Genocide
FALL 2020**

INSTRUCTOR: Dr. Maureen S. Hiebert
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EMAIL: maureen.hiebert@ucalgary.ca
OFFICE HOURS: Tuesdays 1:00pm – 2:00pm; Thursdays 3:00pm – 4:00pm via Zoom.
Zoom link to be provided on D2L under Content/Office Hours Zoom link.

COURSE DAY/TIME: Asynchronous course delivery.

Videos will be live taped during the originally scheduled class time on Mondays, Wednesdays, and Fridays at 2:00pm – 2:50pm. Students are welcome to attend the live taping.

Please note attendance at the live taping is entirely voluntary. Videos of each taping will be posted on D2L weekly.

Voluntary "Ask Dr. Hiebert" Zoom sessions will take place weekly on Thursdays at 4:00pm – 5:00pm. A Zoom link to be provided on D2L under Content/Ask Dr. Hiebert Zoom link.

DELIVERY METHOD: Web-Based

COURSE PRE-REQUISITES: POLI 359 or POLI 381 or LWSO 201 or by consent of Department

COURSE DESCRIPTION

Part I of the course will cover the evolution of genocide studies from mostly single case-studies, to the “normalization” of the Holocaust and the advent of multi-disciplinary qualitative and quantitative state-focused comparative analyses, to the more recent introduction of critical and post-colonial theories and system-level explanations. We will then turn to the many, often vociferous, debates found in the literature over the legal and conceptual definition of genocide and which cases can/should be labelled “genocide” and then finish the section with an exploration of individual-level actor-oriented, state/group-level, and system-level structural theoretical explanations of the causes and processes of genocide. Part II will examine selected cases of genocidal destruction beginning with indigenous genocides in the Americas and Australia with a particular focus on the reservation and residential school systems in Canada. This will be followed by select twentieth century cases: the Armenian and anti-Christian genocide under the late Ottoman Empire, the Nazi Holocaust, the Cambodian genocide, and the Rwandan genocide. These cases represent different forms of, and motivations for, the genocidal destruction of specific groups of people. We will conclude with an examination of so-called contested cases of genocide in which the lines between armed conflict and genocide are often

blurred, future genocidal dynamics such as the exacerbating effects of climate change on conflict and mass atrocities, and finally the many barriers to effective punishment and prevention.

This course will take place online via Desire2Learn (D2L). To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment.

Voluntary "Ask Dr. Hiebert" Zoom sessions will be held weekly starting on Thursday, September 17, 2020. These sessions are not mandatory and are not worth any marks. They will be live taped and posted on the course D2L website. Students may submit questions to me about the previous week's lectures or any other aspects of the course via email before 1:30pm each Thursday. Students may attend this Zoom session live and ask questions via the chat feature or unmuting their audio. Students are also encouraged to attend one-on-one office hours with questions and for advising.

COURSE OBJECTIVES & LEARNING OUTCOMES

Upon successful completion of the course students will be familiar with the issues and debates surrounding the definition, causes, and changing forms and dynamics of genocidal. At the end of the course students will understand: how genocide is defined in the academic literature as a concept and as a crime under international criminal law; traditional and critical theories concerning the causes and processes of genocidal violence and how genocide is explained using multiple levels of analysis (individual, group/state, and system); the principal collective actors in genocide; knowledge of the causes, processes, and actors involved in widely recognized twentieth century cases of genocide and the debates surrounding post-1945 contested cases; and insights into possible future threats to vulnerable groups.

REQUIRED TEXTBOOK(S)

There is one required textbook for this course. It is available for purchase at the University of Calgary Bookstore. Please be sure to purchase the correct edition of the textbooks.

If you wish to order a copy from the University of Calgary Bookstore, please go to:
https://www.calgarybookstore.ca/buy_textbooks.asp?

Adam Jones, *Genocide: A Comprehensive Introduction* (Third Edition) (Routledge, 2017)

REQUIRED TECHNOLOGY

To complete this course you will need: a computer device with internet connection. This technology is necessary to do the following on D2L: access taped lectures, participate in discussion groups, submit assignments, and submit a take-home exam.

If you wish to participate the live taping of the lectures and/or the "Ask Dr. Hiebert" Zoom sessions live, you will also need a computer with audio and web camera functions or a microphone and web camera hooked up to a computer.

COURSE COMPONENT WEIGHTS AND DUE DATES

COMPONENT	WEIGHTING	DUE DATES
D2L Online Discussion Groups (2 sessions).	(5% x 2) 10%	Group 1: Sept. 28-Oct.2; Nov. 16-20 Group 2: Oct. 5-9; Nov. 23-27 Group 3: Oct. 12-16; Nov. 30-Dec. 4
First Essay	20%	Oct.16, 11:59pm to D2L
Second Essay	30%	Nov. 27, 11:59pm to D2L
Take-home Examination Time: 5 days	30%	Dec. 9, 12:00noon- Dec. 14, 12:00noon
Total	100%	

If a student misses a required course component, please get in touch the instructor as soon as possible.

COURSE SCHEDULE & TOPICS

DATE	TOPIC	READINGS
Week 1 Sept. 8-11	Defining Genocide: Legal and Academic Debates	Required: Jones, chapter 1(pp. 3-51 only)
Week 2 Sept. 14-18	Comparative Genocide Theory I: Causes and Processes of Genocide	Required: Jones, chapters 10, 11
Week 3 Sept. 21-25	Comparative Genocide Theory II: Causes and Processes (continued); Actors	Required: Jones, chapter 12, 13
Week 4 Sept. 28- Oct. 2	Indigenous Genocide	Required: Jones, chapter 3 (pp. 145-173 only) Optional: Final Report of the Truth and Reconciliation

		Commission of Canada, (pp. 135-152 only) http://www.trc.ca/websites/trcinstitution/File/2015/Honouring the Truth Reconciling for the Future July 23 2015.pdf
Week 5 Oct. 5-9	The Ottoman Genocide of Christian Minorities	Required: Jones, chapter 4 (pp. 200-239 only) Optional: The Armenian Genocide Museum Institute, Survivor Stories: http://www.genocide-museum.am/eng/news-08.01.2018-Aharonyan.php
Week 6 Oct. 12-16 Oct. 12 Thanksgiving	The Holocaust I	Required: Jones, chapter 6 (pp. 318-top 349 only) Optional: The Holocaust Survivor Program, Before All Memory is Lost: Women's Voices from the Holocaust: http://memoirs.azrielifoundation.org/anthologies
Week 7 Oct. 19-23	Holocaust II	Required: Jones, chapter 6 (pp. 349-391 only) Optional: The Holocaust Survivor Program, Four Stories of the Warsaw Ghetto: http://memoirs.azrielifoundation.org/
Week 8 Oct. 26-30	Cambodian Genocide	Required: Jones, chapter 7 (pp. 392-415 only) Optional: The Digital Archive of Cambodian Holocaust Survivors, Survivor Stories: http://www.cybercambodia.com/dachs/stories.html
Week 9 Nov. 2-6	Rwandan Genocide	Required: Jones, chapter 9 (pp. 470-502 only) Optional: Rwandan Stories: http://www.rwandanstories.org/genocide.html
Nov. 8-14	READING WEEK	
Week 10 Nov. 16-20	Post-1945 Internal Armed Conflicts, Insurgency/Counter-insurgency and Genocide	Required: Jones, pp. 419-431; pp. 457-469; pp. 187-199; pp. 511- 523; pp. 250-257
Week 11	The Future of Genocide	Required:

Nov. 23-27		Alex Alvarez, "Borderlands, Climate Change, and the Genocidal Impulse," <i>Genocide Studies International</i> , Vol. 10, No. 1 Spring 2016 (available online through the University of Calgary Library)
Week 12 Nov. 30- Dec.4	Punishing Genocide; Intervention and Prevention	Required: Jones chapters 15 (pp. 697-722 only), 16 (pp. 749-769)
Week 13 Dec. 7-9	Catch-up and review	No readings

Please note that the above schedule is tentative and may change as the need arises.

ESSAYS

Students will write 2 essays. The first essay will be a short analytical paper dealing with definitions and explanatory theories of genocide. An assessment of writing style (grammar, spelling, punctuation etc.) will be included in the grade for this assignment. More information will be provided on a separate assignment sheet posted to D2L under Content/First Assignment Sheet. The second essay will be a research paper on a case of genocide in which the student focuses on either the causes, or process, or aftermath of genocidal violence (students choose one of these three options). An assessment of writing style (grammar, spelling, punctuation etc.) will be included in the grade for this assignment. More information will be provided on a separate assignment sheet posted to D2L under Content/Second Assignment Sheet.

DISCUSSION GROUPS

Students will participate in 2 sessions of online discussion on D2L. Students will sign up on D2L during Weeks 1 and 2 for a discussion group. Discussion groups will begin on Week 4 (see above for discussion group schedule). One question will be posed by me at the beginning of each week concerning the topic of the week's lectures. Students will be evaluated on the following criteria. (1) Students must consistently engage throughout the week with the discussion groups. This means that one short post on the last day will result in a low score. (2) Posts must be focused, in that they directly address the question asked to stimulate discussion and must address the commentary of other students.

TAKE-HOME EXAMINATION

Students will write 1 open book take-home examination. The exam will consist of two essay questions from a list of questions on an examination question sheet that will be posted to D2L at the beginning of the period during which the students may write the exam; December 9, 12:00noon. Students must submit their answers to D2L no later than December 14, 11:59am. More information will be provided on a separate information sheet posted to D2L under Content/Take-home Examination Information Sheet.

WRITING STATEMENT

Written assignments are often required in Political Science courses, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre by contacting them at <http://www.ucalgary.ca/ssc/writing-support>.

GRADING SCALE: The following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

LATE PENALTIES

The late penalty for the 2 essays and take-home examination is: -5% including weekends.

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to contact me via email, or meet with me during regularly scheduled office hours. Should you wish to meet outside of office hours, please email me to make an appointment. It is to the student's advantage to keep such appointments. All meetings will be held virtually via Zoom.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation

is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioner for Oaths, visit [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Absence From a Mid-term Examination

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism and Other Forms of Academic Misconduct

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Required Access to Technology

Please see the University's resource page at https://ucalgary.service-now.com/it?id=kb_article&sys_id=86e7438013753ac06f3afbb2e144b031

Copyright Legislation

As stated in the University of Calgary Calendar, Academic Regulations, "students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy."

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-electronic-resources-and-information-policy.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy (FOIP)

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Faculty of Arts Program Advising and Student Information Resources

For program planning and advice, please consult with the Arts Students' Centre by calling 403-220-3580 or by email at artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625].

Important Contact Information

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca

Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or

skills-building available through the following resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Student Wellness Services:

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

Campus Mental Health Strategy website: <https://www.ucalgary.ca/mentalhealth/>.