

THE RUINS OF GENOCIDE

Division of Global Affairs / Anthropology 26:070:598

Tu 1:00-3:40 / Hill 107

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off hrs (Hill 701): Tu 4-5 or by app

Ruin, n. physical destruction or collapse, the remains of a building that has suffered much damage, a dramatic decline; a downfall . . . v. damage irreparably; reduce to a state of ruin, from *L ruere*, “to fall”

-- *Oxford English Dictionary*

If the 20th century, which has been called “the century of genocide,” ended with the horrors of Bosnia, Rwanda, and Kosovo, genocidal violence has continued unabated into the new millennium, as illustrated by Darfur, the Democratic Republic of Congo, and Syria. Such genocidal violence raises one set of questions we will examine in this course. How does genocide come to take place? How is it patterned? What motivates people to participate in such violence? How is genocide represented, coped with, and remembered? How might it be prevented?

On yet another level, which might be called “critical genocide studies,” a second set of epistemological questions emerges. What, exactly, is “genocide?” Where did the term come from and how has it been defined and examined over time? And, as it has been defined and examined, what sorts of topics have been foregrounded and backgrounded? Such questions may be asked about the field of genocide studies itself. What sorts of disciplinary practices and forms of knowledge are characteristic of the field?

In this course, we will explore both sets of questions related to genocide studies. We will examine the first set of questions through the use of a genocide studies reader, which will provide an overview of the key issues in the field. To address the second set of questions, we will look at the origins of the concept of genocide and the path through which the field of genocide studies has been constituted. In doing so, we will consider the work of Raphael Lemkin, the man who coined the term and pushed for the criminalization of genocide in international law. Lemkin, who taught at the Rutgers-Newark School of Law from 1955-56, died at a relatively young age leaving behind, among other things, a history of genocide that explored a range of cases, many of which are under-studied and under-examined.

More broadly, Lemkin’s work speaks to the issue of the ruins of genocide that is the conceptual focus of this course. On the one hand, there is the ruin of the other, that group which is destroyed through the genocidal act. On the other hand, there are the ruins of genocide that are excavated after the fact through time, space, history, memory, and study – including our own examination of the ruins of genocide in this course. We begin this exploratory journey with an examination of what is usually regarded as the prototypic time and place of genocide – Nazi Germany and the path to Auschwitz.

REQUIRED BOOKS

****Hardcopies** of books (and articles) required / ****no e-versions****

Balakian, Peter

2009 *Black Dog of Fate: An American Son Uncovers His Armenian Past*.
New York: Basic Books.

Meierhenrich, Jens

2014 *Genocide: A Reader*. New York: Oxford University Press.

Power, Samantha

2013 "A Problem from Hell": America and the Age of Genocide.
New York: Harper Perennial.

Reznikoff, Charles

2007 *Holocaust*. Boston: Black Sparrow Press.

Rossington, Michael, and Anne Whitehead, eds.

2007 *Theories of Memory: A Reader*. Baltimore: Johns Hopkins University Press.

Spiegelman, Art

1986. *Maus I: A Survivor's Tale (My Father Bleeds History)*. New York: Random House.

Spiegelman, Art

1992 *Maus II: A Survivor's Tale (And Here My Troubles Began, 1992)*.
New York: Random House.

*****You must bring a hard copy of the assigned book/s and articles to each class (no Kindle or e-book, or pfs/e-journal versions)*****

Please see the end of the syllabus for *Recommended and Reserve books* as well as key books and journal articles directly related to Raphael Lemkin. **Please print out each pdf** and bring the hard copy to class.

Books are available at Rutgers Bookstore.

Most of the books listed above are on reserve at Dana library (under Anthropology 21:070:321). E-articles may be downloaded using IRIS e-journals.

***** Please turn off all cell-phones and other electronic devices during class and put them away.** Texting, checking Facebook, and so forth are not permitted. Your phone and other electronic devices (laptops, Kindles, e-readers, iPads, etc.) must be put away during the entire class and not visible on the table or in your lap. Studies have shown that when electronic devices are not being used, student retention is higher, learning more active, and discussion better.

*** Unless otherwise indicated, assignments will **not be accepted by e-mail**. You must turn in a hard copy of written work.

*** **Plagiarism Policy** – Plagiarism shows extreme disrespect for intellectual property, the college, the instructor, your fellow students, and yourself. Taking credit for work that is not your own, copying ideas from the internet or submitting a paper that you did not write and not properly citing your sources are all considered plagiarism. Plagiarism is a very serious offense and will result in a failing grade in this course and jeopardize student standing. If you are uncertain whether something constitutes plagiarism, please come talk to me or see: http://www.libraries.rutgers.edu/rul/libs/roberson_lib/flash_presents/text_plag.html
On academic integrity, see: <http://academicintegrity.rutgers.edu>.

COURSE REQUIREMENTS

Summary of Course Requirements

- Critical Essays (40%)
- Participation and presentations (30%)
- Case study essay (30%)

• **Participation** (10%): Students are expected to participate actively and regularly in this class. If a student has more than one unexcused absence during the semester, his or her final grade will be lowered. Please *do not* come to class sick.

• **Presentations** (20%): Each student will give two major and two shorter presentations. The first presentation will involve leading class discussion on a given day. You should provide a brief (no more than twenty minute) synopsis of the crucial points and key themes in the readings; the remainder of the presentation should focus on leading class discussion by asking key questions and examining key passages in the text (these should be listed on a handout distributed to the class). The presentation on a given set of readings will begin promptly and be roughly an hour. Please feel free to use graphic or audio-visual aids and be creative. And, please involve the class extensively. At least half the time should be devoted to discussion guided by your key questions (please don't simply ask "do you have any questions"). A sheet with the grading criteria for the presentations is appended at the end of the syllabus.

The presentations will begin in the second week of class, so start thinking about which readings are of interest to you. Your presentation should focus on the larger themes and issues that emerge in the set of readings (like peeling off the layers of an onion to reach the core or finding thematic paths that cut through the forest of detail). If there is more than one reading, you should be sure to discuss the ways in which the texts speak to one another. Please also submit a copy of your presentation outline to me before your presentation begins.

Second, each student will be asked to do a brief, ten-minute presentation on a theorist from the genocide or memory readers (To prepare, you should read the full-length article from which excerpt comes and do background research on the author to contextualize the excerpt.) Please distribute a one-page overview of the theorists on the day of your presentation. Also, please

relate the abstract theoretical concepts in the reading to concrete examples or dynamics from the course readings.

And third and as noted below, you will also give a 20-minute presentation on your case study essay at the end of the semester. Please include a handout and use visual materials / PowerPoint.

- **Weekly Critical Essays (40%):** Your weekly essays **should be 1-2 pages** (typed, single-spaced, 12-point font, double-sided if more than a page) summarizing the main points/issues of reading(s), reflecting on connections to past readings, and offering your critical reflections (versus summary). The essays are due at the beginning of class and will serve as a point of departure for class discussion.

- **Case Study Essay (30%):** Each student is required to complete a case study of a case of genocide that draws extensively on the course readings. Your paper should be **15 to 20 pages** in total (typed, double-spaced, 12-point font) and submitted both as a hard copy and electronically as a Microsoft Word document. Your essay should also link to and cite from the ten chapters of the *Genocide: A Reader* text (“The Study and History of Genocide,” “Concepts,” “Causes,” “Courses,” “Coverage,” “Consequences,” “Courts,” “Coping,” “Compensation,” “Cures”) as well as other readings in the class. A paper proposal and outline for your project are due on Tuesday, **February 21** (you should discuss your topic with me well in advance of this date). And, as noted above, you are each required to do a 20-minute presentation on your project toward at the end of the semester (you should assign one 20 page or so reading to the class as background). Your research paper is due at the beginning of class on Tuesday, **April 21**.

COURSE SCHEDULE

Tues, Jan 20 – Introduction

- syllabus
- Celan, “Deathfugue” (*Todesfugue*) (GR, 362-63)
- “Resolution adopted by the General Assembly on Holocaust Remembrance, Nov 1, 2005 (pdf)
- film, “The Last Days” (87 mins)

Jan 27 – Remembrance

- Spiegelman, *Maus I*
- “Coping,” (*Genocide: A Reader* [hereafter “GR”], Chap 1, 361-97)
- Kant, “Ideas for a Universal History from a Cosmopolitan Perspective” (pdf)
- “Resolution adopted by the General Assembly on Holocaust Remembrance, Nov 1, 2005 (pdf)
- “Collective Memory” (*Theories of Memory: A Reader* [hereafter “MR”], Chap 4)
- Adorno, “The Meaning of Working through the Past” (pdf)
- Film, “The Path to the Nazi Genocide” (38mins)

Critical Essay #1

***Intl Holocaust Remembrance Day Event (January 27, 7-9pm)*

Feb 3 – Generation

- “Auschwitz,” On-line *Encyclopedia Britannica* (open access / on-line)
- Spiegelman, *Maus II*
- “Jewish Memory Discourse” (MR, Chap 5) & “Diaspora,” (MR, Chap 9)
- “Coverage” (GR, Chap 4, 253-276)

Critical Essay #2

Feb 10 – Courses

- The History of Genocide (GR, “Introduction,” 21-55)
- “Courses” ” (GR, Chap 3, 171-252)
- Lemkin, “Outline” (pdf)
- Renan, “What is a Nation?” (pdf)
- “Race and Nation,” (MR, Chap 8) & Marx (MR, 3.1)
- Benjamin, “Theses on the Philosophy of History” (pdf)

Critical Essay #3

Feb 17 – Causes / Estrangement

- Hitler, “Nation and Race,” from *Mein Kampf* (pdf)
- “Causes” (GR, Chap 2, 103-170)
- UN Framework of Analysis (pdf)
- Freud, “A Note on the Mystic Writing-Pad” (MR, 3.4)
- Johnson, “The Critical Difference” (pdf)
- Kristeva, “Toccatina and Fugue for the Foreigner” (pdf)

Critical Essay #4

Feb 24 – Lemkin and Genocide *Selection of Case Study due*****

- biography, Samantha Power, U.S. Permanent Representative To the United Nations
 - start Power, “*A Problem from Hell*” (Lemkin chapters), p. 1-85
- Selection of Case Study due (by e-mail)*

Mar 3 – “Genocide”

- Power, “*A Problem from Hell*”
- Critical Essay #5*

Mar 10 – Genocide Studies / Classification

- The Study of Genocide (GR, “Introduction,” 3-20)
- “Concepts” (GR, Chap 1, 56-104)
- Kuper, Chapters 1 & 2 (pdf)
- Levy and Sznajder, “The Institutionalization of Cosmopolitan Morality” (pdf)
- Hinton, “Critical Genocide Studies” (pdf)

Critical Essay #6

March 17 – Spring Break **No Class**

Mar 24 – Genocide Education / A History of Democratic Kampuchea

- Dy Khamboly, *A History of Kampuchea* (pdf)
- reread Power, “*A Problem from Hell*” (Cambodia chapter), p. 87-169
- Adorno, “Education after Auschwitz” (pdf)
- Rothberg, “Multidirectional Memory” (pdf)
- reading on Holocaust Education, tba

Critical Essay #7

March 31 – Aftermaths and Interventions

- DC-Cam / Sleuk Rith Institute (<http://www.cambodiasri.org>), peruse website
- “Consequences” (GR, Chap 5, 277-315)
- “Compensation” (GR, Chap 8, 398-421)
- “Trauma” (MR, Chap 7)
- Adorno, “The Meaning of Working through the Past” (pdf)

Critical Essay #8

April 7 – Cures / Rwanda

- reread Power, “*A Problem from Hell*” (Rwanda chapter), p. 329-389
- reread Power, “*A Problem from Hell*” (Prevention chapter), p. 475-502
- “Cures” (GR, Chap 9, 422-86)
- Harff, “No Lessons Learned from the Holocaust?” (pdf)
- reread UN Framework of Analysis (pdf)
- Paris, “Saving Liberal Peacebuilding” (pdf)

Critical Essay #9

** Intl Reflection Day on the Genocide in Rwanda (April 7)

April 14 – Courts

- Reznikoff, *Holocaust*
- “Courts” (GR, Chap 6, 316-60)
- reread Power, “*A Problem from Hell*” (Courts chapter), p. 475-502
- Fassin, “The Humanitarian Politics of Testimony”

Critical Essay #10

** 40th Anniversary of the Khmer Rouge rise to power (April 17)

April 21 – Revisitations **Case Study Due**

- start Balakian, *Black Dog of Fate*
- presentations

**Case Study Essays Due

April 28 – Commemoration

- reread Power (on Armenia), 1-20
- Balakian, *Black Dog of Fate*

Optional Response Paper

** Armenian Genocide Remembrance Day (100th Anniversary, April 24)

Recommended Books (Not Required Most on Reserve)

- Arendt, Hannah
2006 *Eichmann In Jerusalem: A Report on the Banality of Evil*. New York: Penguin
- Chalk, Frank, and Kurt Jonassohn, eds.
1990 *The History and Sociology of Genocide*. New Haven: Yale University Press.
- Hinton, Alexander Laban
2005 *Why Did They Kill? Cambodia in the Shadow of Genocide*. Berkeley: University of California Press.
- Hinton, Alexander Laban, Thomas LaPointe, and Douglas Irvin-Erickson, eds.
2014 *Hidden Genocides: Power, Knowledge, Memory*. New Brunswick: Rutgers University Press.
- Jones, Adam
2010 *Genocide: A Comprehensive Introduction*. 2nd Edition. New York: Routledge.
- Kiernan, Ben
2007 *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. New Haven: Yale University Press.
- Kuper, Leo
1981 *Genocide: Its Political Uses in the Twentieth Century*. New Haven: Yale University Press.
- LeBlanc, Lawrence J.
1991 *The United States and the Genocide Convention*. Durham: Duke University Press.
- Levene, Mark
2005a *Genocide in the Age of the Nation State, Volume 1: The Meaning of Genocide*. London: I.B. Tauris.
2005b *Genocide in the Age of the Nation State, Volume 2: The Rise of the West and the Coming of Genocide*. London: I.B. Tauris.
- Moses, A. Dirk., ed.
2010 *Genocide: Critical Concepts in Historical Studies*. New York: Routledge.
2008 *Empire, Colony, Genocide: Conquest, Occupation, and Subaltern Resistance in World History*. New York: Berghahn.
- Schabas, William A.
2009 *Genocide in International Law: The Crimes of Crimes*. Second Edition. New York: Cambridge University Press.
- Stone, Dan, ed.,
2008 *The Historiography of Genocide*. New York: Palgrave.
- Totten, Samuel, and William S. Parsons, eds.
2013 *Centuries of Genocide: Critical Essays and Eyewitness Accounts*. 4th Edition. New York: Routledge.
- Totten, Saumel, and Paul R. Bartrop, eds.
2009 *The Genocide Studies Reader*. New York: Routledge.
- Totten, Samuel, and Steven Leonard Jacobs, eds.
2002 *Pioneers of Genocide Studies*. Piscataway: Transaction.
- Williams, Raymond
1985 *Keywords: A Vocabulary of Culture and Society*, New York: Oxford University Press.

CRITICAL ESSAY GRADE SHEET

Author:

Grade:

I. Content

Do the essays have descriptive and informative **titles**?

Do the papers have an arguable **thesis**?

Is this thesis **clearly stated** at the beginning of the essay?

Do the papers have a **focus** that connects the supporting data effectively?

Were the essays **synthetic** (did they draw on the course readings/concepts to make an argument)?

Do the papers **address directly** the given readings and include specific **citations**?

Did the author demonstrate an **understanding** of weekly course concepts?

Did the essays make specific **links** to past readings?

II. Style

Were the papers **well-organized**?

Were the papers **clearly distinguished** (by topic, date, etc)?

Were the papers **clearly written**?

Did the author **vary** his/her vocabulary and sentence structure?

Did the author **proofread** and spell-check the paper?

Did the author include specific **citation** of the course readings?

Did the author cite sources in a **clear** manner?

Does the author rely too much on **long quotations** (vs. paraphrasing with proper citation)?

Were the papers turned in each week in a **timely** manner?

PRESENTATION GRADE SHEET

Presenter/s:

Topic:

Date:

Grade:

I. Content

Did the presenter/s highlight **key themes** from the readings?

Did the presenter/s focus on **key passages** in the readings?

Did the presenter/s facilitate discussion by asking **key questions**?

Could the presenter/s explain why their questions / themes are “**key**”?

Did the presenter/s make **links** to past readings?

Did the presenter/s **involve other class members** in the presentation?

Did the presentation involve **critical thinking**?

Did the presentation point out the **larger significance** of the readings?

Was the presentation **synthetic** (integrating and moving beyond the readings) or mere summary?

If applicable, did everyone in the group **participate equally**?

Was the presentation an “**onion**” (or forge a **thematic/conceptual path** through the forest of detail)?

II. Style

Was the presentation **well-organized**?

Did the presenter/s use **creative** pedagogical techniques?

Did the presenter/s **introduce** themselves and provide an **initial, brief overview** of what they were going to do?

Did the overview include an explanation of their **conceptual “path”** through the readings?

Did the presenter/s make **eye-contact** with the audience?

Did the presenter/s speak in a **clear** manner?

Was the presentation **well-timed**? Did the speaker/s **go over** the allotted time?

Start time ____ Discussion Start time ____ Finish time ____