

History 5304: W01 Comparative Genocide

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Fall 2020

Course Objectives:

This course is designed to learn and research the course of genocide during the 20th and early 21st centuries. This is not an easy subject as you can probably tell from the title of the course as well as examining the readings. But it is essential in comprehending the modern world, for better and for worse. It is a disturbing window into the evil side of human nature, both at the individual and collective level. We will examine major cases of genocide that begin in the 20th century. While genocide is as old as human history, for the purposes of this course we will examine and try to understand genocide in the modern era?

What is “genocide”? The term was first coined by Raphael Lemkin, a Polish-Jew, in 1944 derived from the Latin word *gens* meaning “race” or “family” and the suffix *cide* for killing—the *killing of a race*. Why 1944? The most obvious answer is the revelations of the horrors of the Holocaust under the maniacal attempt by the Nazis to exterminate the European Jewish population.

While this course is termed “Comparative Genocide” I am including an expanded interpretation of mass collective murder to include variations of the notion such as

1. *politicide* the attempt to exterminate a political or social class. An example of this would be the Soviet Union’s elimination of the Ukrainian Kulaks, (small private farmers) during the 1930s or the extermination of the anarchists/socialists/and communists by the Franco regime in Spain during the civil war of the 1930s.
2. Another form is *populicide*, the attempt by a state to exterminate the population of a given region. An example of this would be the French Revolutionary government’s eradication of resistance to the radical anti-Church-forced atheism of the Vendee region of western France during the 1790s.
3. Another example would be *religicide* or the attempt to exterminate a religious group, regardless of ethnic affiliation. An example of this would be the attempt to exterminate or drive out the Christian populations of Iraq and Syria under ISIS or the attempt by the Myanmar regime in the 2000s against the Muslim Rohingya.

I will therefore be expanding the classic definition of the term genocide to include these other historical cases of mass social violence and mass-death so within this course, and for your term paper, all of the above forms of mass social violence will be considered as genocide or a variant of genocide.

Required Readings:

Donald Bloxham and A. Dirk Moses (editors): *The Oxford Handbook of Genocide Studies*, Oxford University Press, 2013, ISBN # 978-0-19-967791-7

John Cox, *To Kill a People: Genocide in the Twentieth Century*, Oxford University Press, 2017, ISBN # 978-0-19-023647-2.

Course Requirements

There are a number of requirements for the successful completion of this course.

1. The reading of the required books and the writing and turning in of written assignments through Blackboard.
2. Each written assignment should be five pages, double-spaced, 12 font.
3. A research paper 20 pages in length on a topic pertaining to a genocide during the 20th century. For more details concerning the research paper, see the section below.
4. Regular communication, you do not have to email me everyday, but if for some reason I do not hear from you for a week or you are not turning in your assignments, I become concerned that something has happened or preventing your communication. For an online class, I just like to maintain some regular communication to know that we are still on the same sheet of music so to speak.

Course Grading

There will be daily reading and written assignments. Each daily reading/writing assignment will be graded on a 100-point scale; 90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F.

There are thirteen weekly reading assignments for a total of 1,300 points.

The research paper is 1200 points.

Therefore, I will add up your points at the end of class for a total possible 2,500 points.

2250-2500=A; 2000-2499=B; 1750-1999=C; 1500-1699=D; 0-1499=F.

The Americans with Disabilities Act:

Sul Ross State University is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartz in Counseling and Accessibility Services, Ferguson hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone 432-837-8203.

Distance Education Statement:

Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Marketability Skills of a History Major

SLO 1—The history student will demonstrate historical research skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content.

Marketable skills---Students can identify useful resources from a pool of data.

Students can select and organize data in a relevant manner.

Students can make written presentations to various audiences.

SLO 2—The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.

Marketable skills---Students can utilize data to persuade various audiences.

Students can utilize data to generate and strengthen ideas.

Students can decipher stances adopted by various individuals.

SLO 3—The history student will demonstrate knowledge of American History, World History, and Non-American History.

Marketable Skills---Students can meet deadlines in a successful manner.

Students can discharge responsibilities in an adequate manner.

Students can manage the absorption of data.

Course Outline

Aug. 24—first day of class—please email me and let me know that you have read and the syllabus and understand the requirements and standards for the course and that you have obtained the books or are in the process of obtaining them.

Aug. 31—the Oxford Handbook—pages 1-60

Sept. 6—the Oxford Handbook—pages 61-122

Sept. 14—the Oxford Handbook—pages 123-162

Sept. 21—the Oxford Handbook—pages 163-238

Sept. 28—the Oxford Handbook—pages 239-303

Oct. 05—the Oxford Handbook—pages 304-364

Oct. 12—the Oxford Handbook—pages 265-425

Oct. 19—the Oxford Handbook—pages 426-488

Oct. 26—the Oxford Handbook—pages 489-549

Nov. 02—the Oxford Handbook—pages 550-616

Nov. 09—the Oxford Handbook—pages 617-660

Nov 13-last day to drop the course with a grade of "W". You also need to have pick your topic for your research paper picked and approved by me.

Nov. 16—To Kill a People—pages 1-120

Nov. 23—To Kill a People—pages 121-216

Dec. 08-final paper due by 12 p.m.