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Spring 2-1-2017

HSTR 391.03: ST - Compartive Genocide

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HSTR 391:03**Comparative Genocide****Spring 2017**

Tuesdays and Thursdays

12:30-1:50 p.m.

Native American Center 011

*Please note that this syllabus is subject to change if necessary.***Instructor's contact information:**[Professor Gillian Glaes](#)

History Department

University of Montana-Missoula

Email: gillian.glaes@mso.umt.edu

Phone: Please text me at 406-624-9571.

Office: 259 Liberal Arts Building (history department wing/second floor)

- *Please maintain a professional demeanor in all interactions, including on email.*
- *Please remember to include the course number and title in your email subject line.*
- *Per UM-Missoula policy, students are required to communicate with professors via their UM email accounts. Please use your official UM email account in all correspondence.*

Office hours:

Tuesdays and Thursdays, 2:00-3:00 p.m. in 259 Liberal Arts and by appointment

- *If you cannot meet with me during my office hours, please let me know and we can schedule an appointment.*

Methods of communicating with students:

- Moodle, email, in-class time, meetings, and phone
- The course syllabus: I also assume that you have read and understood the course syllabus.

Course overview:

This course investigates the history of genocide in comparative perspective. We will begin by thinking about definitions of genocide and what constitutes genocide. We will then look at pre- twentieth-century examples of mass violence, including those of the medieval and early modern period and those within the colonial context in the nineteenth and early twentieth centuries. The next phase of the class utilizes several case studies of genocide around the world – from Armenia to Darfur – to think about key issues associated with genocide, from the role of perpetrators to the experiences of victims and survivors, the conditions that allow genocide to occur, the impact of genocide, and the search for justice, recognition, reconciliation, and commemoration in the aftermath of this kind of violence. Throughout the semester, we'll read secondary analyses of various genocides will also engaging with primary sources, including memories and testimonials of survivors, in order to further understand

genocide from a first-hand perspective. This will not be an easy class, but it's an important one on a critical global topic.

Course objectives and learning outcomes:

This course will assist you in understanding:

- the definition of genocide
- the differences between mass violence, state-sponsored violence, and genocide
- the reasons for which genocide occurs
- how genocides are perpetrated
- the history of genocides in the twentieth century
- the search for justice, reconciliation, forgiveness, commemoration, and remembrance
- international responses to genocide, including that of the US

Expectations for student conduct:

Remember to maintain a friendly, open, and professional demeanor while in class. To nurture your rapport with others in the class, remember to:

- maintain a collegial and a professional demeanor throughout the semester (please do not serve as a distraction to others and their learning)
- come to class on time, participate actively, and pay attention
- refrain from using laptops and tablets for anything other than note-taking (when using laptops & other electronic devices for academic purposes, you must follow all UM policies)
- refrain from eating in class (non-alcoholic drinks in closed containers are okay – if you spill them, though, please clean them up)
- avoid side-bar conversations during class
- avoid texting in class (I will mark you absent for doing so)
- avoid sleeping in class (I will mark you absent for doing so)
- treat yourself, your fellow students, and the instructor with respect.

UM's [Student Code of Conduct](#) governs student behavior on and beyond campus. Please see especially the section VI on General Conduct.

Technical Support

UMOnline contact information for technological issues:

Having trouble with Moodle? Unable to post or log in? Can't submit assignments?

Avoid waiting until the last minute to [contact UM Online's Help Desk](#) or me. If you are experiencing technical difficulties and need immediate assistance, contact [UMOnline](#):

Email: umonline-help@umontana.edu
Phone: 406.243.4999 or 866.225.1641 (toll-free)
Web: [UM Online Technical Support](#)

[Note: Firefox is the preferred internet browser for Moodle. For more information go to UMOOnline.](#)

Academic honesty & academic integrity:

Issues with academic integrity, plagiarism, and/or cheating will be addressed according to the University of Montana-Missoula's [Student Conduct Code](#) and, specifically, its policies regarding academic misconduct.

The Academic Misconduct policy within the [Student Conduct Code](#) defines misconduct as plagiarism, misconduct during an academic exercise, unauthorized possession or examination of course material, tampering with course materials, submitting false information, submitting work previously presented in another course, improperly influencing conduct, submitting or arranging substitution for a student during an examination or other academic exercise, facilitating academic misconduct, or altering academic documentation (transcripts, etc.).

I assume that you have read and understand these policies. I also assume that you will abide by them and conduct yourself in an ethical manner throughout the semester. Instances of academic misconduct will be dealt with swiftly and in accordance with UM's policies. If you have any questions, please contact me.

Accessibility and accommodations:

The course materials, interactions, and policies are intended to accommodate all students. The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, please contact me during the first week of the semester so that proper accommodations can be provided. For further information or if you feel that you have a disability for which you need accommodation, please contact:

[Disability Services for Students \(DSS\)](#)

Lommasson Center, 154
The University of Montana
Missoula, MT 59812

Voice/text: (406) 243-2243
Fax: (406) 243-5330
Email: dss@umontana.edu
[Disability Services for Students](#)

Required texts:

(available for purchase at and through [The Bookstore at UM](#))

- Robert Gellately and Ben Kiernan, *The Specter of Genocide: Mass Murder in Historical Perspective* (course textbook) (should I keep this? or change?)
- Bartolomé de Las Casas, *The Devastation of the Indies*
- Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich*
- Jan Gross, *Neighbors*
- Chil Rajchman, *The Last Jew of Treblinka*
- Loung Ung, *First they killed my father: A Daughter of Cambodia Remembers*
- Kenan Trebinovic and Susan Shapiro, *The Bosnia List: A Memoir of War, Exile, and Return*
- Jean Hatzfield, *Machete Season: The Killers in Rwanda Speak*
- Mukesh Kapila *Against a Tide of Evil*

(Other assigned readings will be available through the course Moodle page.)

****Please bring the appropriate texts to class when we hold formal discussions.****

Assignments:

5% ATTENDANCE AND PROMPTNESS

Attendance: Five percent of your final grade is based on attendance and promptness. Keep in mind that missing classes in general will still reduce your overall attendance grade (with the exception of school-sponsored activities).

Promptness: Being on time is a choice. I expect all students to be present and ready to go when class starts. *Consistently arriving late to class may result in a lower overall final grade.*

10% PARTICIPATION

The scheduled discussions comprise an important aspect of this course. Your grade will be calculated in part how much you contribute to the class in the form of active participation during formal discussions and in responding to and posing questions during lectures.

In class participation will be graded on the following scale:

9-10 = Student participates in class discussion without prompting and demonstrates a familiarity with the assigned materials.

7-8 = Student demonstrates familiarity with assigned materials, but only participates when called upon.

6 = Student participates in class discussion without prompting, but demonstrates little or no familiarity with assigned materials.

5 = Student rarely participates in class discussion.

0-4 = Student does not participate in class discussions and demonstrates little or no familiarity with assigned materials.

25% ONLINE DISCUSSION FORUMS BEFORE FORMAL DISCUSSIONS

Each student is to post a response to and an analysis of the assigned readings beyond the textbook on the designated Moodle discussion forum before each of the scheduled discussions. Your goal should be at least one paragraph and you should draw specific examples from the assigned readings, as noted below. *NOTE: Discussion facilitators still need to complete forum posts during the week in which they are leading the discussion.*

Posts will be evaluated on the following scale:

9-10 = Student's reflection expresses critical thinking about the assigned readings for the week with direct references to readings. The post is well-written and contains no grammatical or spelling mistakes. The post is made on time.

7-8 = Student's reflection expresses critical thinking about the assigned readings for the week but with indirect references to readings. The post is well-written and contains only a few grammatical or spelling mistakes. The post is made on time.

6 = Student's reflection expresses some critical thinking about topics from the week, but without any reference to the assigned readings. The post contains grammatical mistakes and/or incomplete sentences. The post may be up to one day late.

5 = Reflection contains speculative comments without support from the content of the course (e.g., assigned readings, lectures, etc.) or comments are not relevant to the week's readings. The post was not made on time and may be up to two days late.

0-4 = Student did not post a reflection or posted the reflection more than two days after the deadline.

10% DISCUSSION FACILITATION

As a discussion facilitator, you will be part of a group that writes 6-7 discussion questions based on the assigned reading *beyond* the textbook for one of our formal discussions, post them to the appropriate Moodle forum by Tuesday at 5 p.m. before the Thursday discussion and then lead the all-class discussion based on the questions that you've written. Please be sure to work closely with your group members to write and submit the discussion questions and then to plan how to approach the discussion. A good approach for writing discussion questions is to do so online through Google Docs.

Here are [helpful guidelines](#) on how to lead a class discussion.

Each discussion facilitator will be evaluated on the following scale:

9-10 = **Questions:** discussion leader or leaders have provided questions that lead the class to understand the significance of the readings beyond the textbook. **Planning:** discussion is well planned demonstrating critical thinking about the assigned materials. **Content:** discussion questions require analysis from the class rather than summary. **Form:** moderators speak clearly, express enthusiasm for the subject, and elicit active participation from the class. All discussion leaders are on time and ready to lead discussion at the start of class.

8 = Discussion was deficient in one of the four areas: questions, planning, content, and form.

7 = Discussion was deficient in two of the four areas: questions, planning, content, and form.

6 = Discussion was deficient in three of the four areas: questions, planning, content, and form.

0-5 = Discussion was deficient in all of the four areas: questions, planning, content, and form.

NOTE: Failure to submit questions as a group on time and/or to arrive unprepared to lead discussion could result in a grade of "zero" for the entire class.

60% THREE (3) PAPERS

Please see in-depth instructions for these papers on the course Moodle page.

Paper #1 (15%): 5 pages/in-class sources due to Moodle by **Monday, 2/27** by 9 a.m.

Paper #2 (15%): 5 pages/in-class sources due to Moodle by **Monday, 4/3** by 9 a.m.

Paper #3 (30%): 8-10 pages/in-class sources & outside scholarly sources due to Moodle by **Wednesday, May 10** during final week

Sources need to be of a high quality: scholarly secondary sources and strong, reputable primary sources. Translation: no Wikipedia allowed.

Please cite your sources using the [Turabian/Chicago style citation method \(endnotes\)](#).

The Mansfield Library has [resources on Chicago-style citations](#).

[UM's writing center](#) is a great resource when writing historical essays.

Their motto: *visit early and visit often*.

Papers will be graded on the following criteria:

- The student demonstrates an awareness of context, audience and purpose 15%
- The student demonstrates critical and creative thinking 30%
- The student develops ideas and claims with specific information and detail 25%

- The student finds, evaluates, integrates, and correctly cites information from appropriate in-class primary and secondary sources 10%
- The student creates an effective organization, in accord with the expectations of particular disciplines 10%
- The student creates clear, fluent, correct prose 10%

Grade scale:

Based on your performance in this course, you will be evaluated on the following grade scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	59 and below

For students taking the course “credit/no credit”:

From the UM catalogue:

“Courses taken to satisfy General Education Requirements must be taken for traditional letter grade. Courses required for the student's major or minor must be taken for traditional letter grade, except at the discretion of the department concerned.

A grade of CR is assigned for work deserving credit (A through D-) and a grade of NCR is assigned for work of failing quality (F). CR and NCR grades do not affect grade point averages.

The grades of CR and NCR are not defined in terms of their relationship to traditional grades for graduate course work.

Election of the credit/no credit option must be indicated at registration time or within the first 15 class days on CyberBear. Between the 16th day and the last day of instruction before finals week, a student may request a change from credit/no credit enrollment to an enrollment under the A-F grade system, or the reverse, by means of a Course Add/Change Form; note that not all such requests are approved.”

To pass this class on the credit/no credit grade scale at UM, you need a “D” average (a minimum of a 60% overall). From my perspective, that means that *you need to pass all elements of the class – participation and attendance, forums, leading discussion, writing assignments, etc.* Please see me if you have any questions.

Course plan:

Week 1: Course Introduction and Defining Genocide

T 1/24: Course Introduction

Assignment for the next class:

Robert Gellately and Ben Kiernan, *The Specter of Genocide: Mass Murder in Historical Perspective*:

- Ch. 1: The Study of Mass Murder and Genocide

Moodle:

- Mahmood Mamdani, "A Brief History of Genocide"
- UN Genocide Protocol
- Genocide timeline from the USHMM
- Genocide Convention (1948)

TH 1/26: Defining Genocide vs. Mass Violence vs. State-sponsored Killing

Assignment for the next class:

Gellately and Kiernan:

- Ch. 4: Seeking the Roots of Modern Genocide: On the Macro- and Microhistory of Mass Murder
- Ch. 6: Genocides of Indigenous Peoples: Rhetoric of Human Rights

Moodle:

- Lemkin, *Axis Rule in Occupied Europe*, Ch. 9 (on genocide)

Begin Las Casas, *The Devastation of the Indies*

Week 2: Mass Killings before the Twentieth Century

T 1/31: Mass Killings through the Ages – a Precedent for the Twentieth Century?

Assignment for the next class:

- Finish Las Casas, *The Devastation of the Indies*

To do:

- Post to the Moodle forum by 11:00 a.m. on Thursday
- Begin working on paper #1.
- Discussion leaders: send your questions to me by Tuesday at 5:00 pm (gillian.glaes@mso.umt.edu; please send all questions in one email)

TH 2/2: **Discussion #1:** Las Casas, *The Devastation of the Indies* & accompanying readings

Discussion leaders:

Assignment for the next class:

Moodle:

Gellately and Kiernan:

- Ch. 3: "The Modernity of Genocides: War, Race, and Revolution in the Twentieth Century"
- Ch. 5: "Genocide and the Body Politic in the Time of Modernity"

Week 3: Key Components of Genocide

T 2/7: Key Factors in Committing Genocide

Assignment for the next class:

Moodle:

- Helen Dampier, “‘Everyday Life’ in Boer Women’s Testimonies of the Concentration Camps of the South African War, 1899-1902” in Godfrey and Dunstall, *Crime and Empire, 1840-1940*
- The Hague Convention for Establishing Warfare on Land
- Suggested article: “The Invention of the Concentration Camp . . .”

TH 2/9: The Boer Wars and the History of Concentration Camps before World War II

Assignment for the next class:

Gellately and Kiernan:

- Ch. 2: Twentieth-Century Genocides: Underlying Ideological Themes from Armenia to East Timor
- Ch. 7: Military Culture and Production of ‘Final Solutions’ in the Colonies: The Example of Wilhelminian Germany

Moodle:

- Birthe Kundrus, “From Herero to the Holocaust? Some Remarks on the Current Debate”
- Eyewitness accounts of the Herero Massacre
- “Extermination Order” (Herero Massacre)

To do:

- Continue working on paper #1.

Week 4: Colonialism, Mass Killings, Religion, and Genocide

T 2/14: The Herero Massacre in German Southwest Africa: The Twentieth Century’s First Genocide?

Assignment for the next class:

Moodle:

- *Holocaust Theology: A Reader*: Ch. 1: The Religious Challenge of the Holocaust
- Excerpt from Timothy Longman, *Christianity and Genocide in Rwanda*

To do: Continue working on paper #1.

TH 2/16: Religion and Genocide

Assignment for the next class:

Gellately and Kiernan:

- Ch. 9: Under the Cover of War: The Armenian Genocide in the Context of Total War

Moodle:

- Raffi Khatchadourian, “A Century of Silence: A Family Survives the Armenian Genocide and its Long Aftermath”
- Excerpt from: Panian, *Goodbye Antoura: A Memoir of the Armenian Genocide*
- Excerpt from *Century of Genocide: Eyewitness Accounts* (Armenia)
- Eyewitness accounts of the Armenian genocide

- Photos of the Armenian genocide (these photographs are graphic – viewer discretion is advised)

To do:

- Continue working on paper #1.

Week 5: The Turkish Genocide of the Armenians

T 2/21: World War I, the Armenian Genocide, and its Legacy

Assignment for the next class:

- Complete the reading assignments on the Armenian genocide

To do:

- Post to the Moodle forum by 11:00 a.m. on Thursday
- Finish and submit paper #1.
- Discussion leaders: send your questions to me by Tuesday at 5:00 pm (gillian.glaes@mso.umt.edu; please send all questions in one email)

TH 2/23: **Discussion #2:** the assigned readings on the Armenian genocide

Discussion leaders:

Paper #1: due to Moodle by Monday, 2/27 by 9 a.m.

Assignment for the next class:

Gellately and Kiernan:

- Ch. 10: The Mechanism of Mass Crime: The Great Terror in the Soviet Union, 1937-1938

Begin Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

Moodle:

- Excerpt from Hannah Arendt, *The Origins of Totalitarianism*
- Eyewitness accounts: Soviet-made famine in the Ukraine

Week 6: Stalin's Soviet Union, the Terror, & the Ukrainian Famine

T 2/28: Stalin's Soviet Union, the Terror, and the Ukrainian Famine

Assignment for the next class:

Finish Alexander Solzhenitsyn, *One Day in the Life of Ivan Denisovich*

To do:

- Post to the Moodle forum by 11:00 a.m. on Thursday
- Begin working on paper #2.
- Discussion leaders: send your questions to me by Tuesday at 5:00 pm (gillian.glaes@mso.umt.edu; please send all questions in one email)

TH 3/2: **Discussion #3:** *One Day in the Life of Ivan Denisovich* & accompanying readings

Discussion leaders:

Assignment for the next class:

Begin Jan Gross, *Neighbors*

Gellately and Kiernan:

- Ch. 11: The Third Reich, the Holocaust, and Visions of Serial Genocide

Moodle:

- Excerpt: Timothy Snyder, *Bloodlands: Europe between Hitler and Stalin*
- Explore the USHMM online exhibition on collaboration: "Some Were Neighbors"

Week 7: The Holocaust, part 1: Outside the Camps

T 3/7: Mass Killings and the Holocaust beyond the Camps

Assignment for the next class:

- Finish Jan Gross, *Neighbors*

To do:

- Post to the Moodle forum by 11:00 a.m. on Thursday
- Continue working on paper #2.
- Discussion leaders: send your questions to me by Tuesday at 5:00 pm (gillian.glaes@mso.umt.edu; please send all questions in one email)

TH 3/9: **Discussion #4:** Jan Gross, *Neighbors* & accompanying readings

Discussion leaders:

Assignment for the next class:

Begin Chil Rajchman, *The Last Jew of Treblinka*

Moodle:

- Chapter from Doris Bergman, *War and Genocide*
- excerpt from Shlomo Venezia, *Inside the Gas Chambers: 8 Months in the Sonderkommando of Auschwitz*
- Watch testimony from Holocaust survivors
- Watch the testimony of Holocaust perpetrator Walter Stier from the documentary *Shoah*

To do:

- Continue working on paper #2

Week 8: The Holocaust, part 2: Inside the Camps

T 3/14: Mass Killings and the Holocaust inside the Camps

Assignment for the next class:

Finish Chil Rajchman *The Last Jew of Treblinka*

Moodle:

- Listen to testimonials from Holocaust survivors
- Watch Frontline: *The Memory of the Camps* (a film shot partly by Alfred Hitchcock – viewer discretion is advised as this film contains graphic scenes)

To do:

- Post to the Moodle forum by 11:00 a.m. on Thursday
- Continue working on paper #2.
- Discussion leaders: send your questions to me by Tuesday at 5:00 pm (gillian.glaes@mso.umt.edu; please send all questions in one email)

TH 3/16: **Discussion #5:** *The Last Jew of Treblinka*, *Inside the Gas Chambers*, and accompanying materials

Discussion leaders:

Week 9: SPRING BREAK (Monday, March 20-Friday, March 24)

Assignment for the next class:

Gellately and Kiernan:

- Ch. 10: Genocide in Cambodia and Ethiopia

Begin Loung Ung, *First they killed my father: A Daughter of Cambodia Remembers*

Moodle:

- Samantha Power, *A Problem from Hell*: Ch. 6: Cambodia – ‘Helpless Giant’

To do:

- Continue working on paper #2

WEEK 10: A Cold War Genocide: Cambodia

T 3/28: Cambodia: Genocide during the Cold War

Assignment for the next class:

Finish Loung Ung, *First they killed my father*

Moodle:

- Watch testimonials from Cambodian genocide survivors
- Explore the USHMM online exhibition on Cambodia

To do:

- Post to the Moodle forum by 11:00 a.m. on Thursday
- Finish and submit paper #2
- Discussion leaders: send your questions to me by Tuesday at 5:00 pm (gillian.glaes@mso.umt.edu; please send all questions in one email)

TH 3/30: **Discussion #6:** *First they killed my father* & accompanying readings and materials

Discussion leaders:

Paper #2 is due to Moodle Monday, April 3 by 9:00 a.m.

Assignment for the next class:

Gellately and Kiernan:

- Ch. 16: History, Motive, Law, Intent: Combining Historical and Legal Methods in Understanding Guatemala’s 1981-1983 Genocide

Moodle:

- Select and watch testimonials from Guatemala
- Read sections of the Report of the Commission for Historical Clarification, “Guatemala: Memory of Silence – Conclusions and Recommendations”

Week 11: Genocide in Latin America: Guatemala

T 4/4: Genocide in Guatemala

Assignment for the next class:

- Catch up the on the assigned readings.

TH 4/6: Documentary film: *When Mountains Tremble*

Assignment for the next class:

Gellately and Kiernan:

- Ch. 17: *Analysis of a Mass Crime: Ethnic Cleansing in the Former Yugoslavia, 1991-1999*

Begin Kenan Trebinčević and Susan Shapiro, *The Bosnia List: A Memoir of War, Exile, and Return*
Moodle:

Power, *A Problem from Hell*:

- Ch. 9: Bosnia – ‘No More than a Witness at a Funeral’
- Ch. 11: Srebrenica – ‘Getting Creamed’

To do:

- Start thinking about your topic for paper #3 (8-10 pages/in-class & outside sources)

Week 12: Yugoslavia

T 4/11: The Not So Velvet Revolution: Ethnic Cleansing in the Former Yugoslavia

Assignment for the next class:

Finish Kenan Trebinčević and Susan Shapiro, *The Bosnia List: A Memoir of War, Exile, and Return*
Moodle:

- Select and watch testimonials from survivors of the Srebrenica massacre

To do:

- Post to the Moodle forum by 11:00 a.m. on Thursday
- Continue working on paper #3.
- Discussion leaders: send your questions to me by Tuesday at 5:00 pm (gillian.glaes@mso.umt.edu; please send all questions in one email)

TH 4/13: **Discussion #7:** *The Bosnia List* & accompanying materials

Discussion leaders:

Assignment for the next class:

Gellately and Kiernan:

- Ch. 15: Modern Genocide in Rwanda: Ideology, Revolution, War, and Mass Murder in an African State

Begin Jean Hatzfield, *Machete Season: The Killers in Rwanda Speak*

Moodle:

- Samantha Power, *A Problem from Hell*: Ch. 10: Rwanda: ‘Mostly in Listening Mode’
- Documentary: *Ghosts of Rwanda*

Week 13: Rwanda

T 4/18: The Rwandan Genocide in Contemporary and Historical Perspective

Assignment for the next class:

Finish Jean Hatzfield, *Machete Season: The Killers in Rwanda Speak*

Moodle:

- From the *New York Times*: Portraits of Reconciliation
- Testimonials: Rwandan genocide survivors and observers (USHMM)

To do:

- Post to the Moodle forum by 11:00 a.m. on Thursday
- Continue working on paper #3.
- Discussion leaders: send your questions to me by Tuesday at 5:00 pm (gillian.glaes@mso.umt.edu; please send all questions in one email)

TH 4/20: **Discussion #8:** *Machete Season* & accompanying readings and materials

Discussion leaders:

NOTE: Group assignments will be announced for the group presentations (see below for details.)

Assignment for the next class:

- Begin Mukesh Kapila *Against a Tide of Evil*

NOTE: For the last book, we will do a “group read.” Students will be divided into groups and each group will present chapters of *Against a Tide of Evil* to the rest of the class on Thursday, April 27. You will receive your group assignments and chapter assignments on Thursday, April 20.

Week 14: Sudan and Darfur

T 4/25: Genocide in the New Millennium: Sudan and Darfur

Assignment for the next class:

Gellately and Kiernan:

- Ch. 18: “Investigating Genocide”
- Finish Mukesh Kapila *Against a Tide of Evil*

Moodle:

- Explore the Avalon Project’s collection on the Nuremberg Proceedings
- Explore the Extraordinary Chambers and the Court of Cambodia website
- First conviction for genocide
- American Experience: The Nuremberg Trials

Continue working on paper #3.

TH 4/27: Preparation for presentations of *Against a Tide of Evil*

Assignment for the next class:

- Complete the readings for this week.

- Together with your group members, you will spend the class period for TH 4/27 preparing to present your assigned chapters for *Against a Tide of Evil* on Tuesday, May 2. Your presentation should be between 5 and 10 minutes long *but no longer than 10 minutes* so that we have time for each group to make their presentation. Please be conscientious about the length of your presentation. Your presentation should include visuals to support your discussion. Please come ready to access your presentation via jump drive or through the cloud in order to maximize our time.

Week 15: Justice, Recognition, Remembrance, and Genocide

T 5/2: Presentations: *Against a Tide of Evil*

Assignment for the next class:

- Complete readings assigned for this week.

To do:

- For class on Thursday, May 4, you and your group members will be assigned one of the genocides that we've discussed this semester. With your group members, you will design and make a presentation on one judicial process in the aftermath of that genocide (the trial of a suspected perpetrator, a Truth and Reconciliation Commission proceeding, etc.) and one monument or commemoration of the genocide. You will also make recommendations for future commemoration efforts. Your presentation should be between 5 and 10 minutes long (please do not go over 10 minutes – be conscientious about your time) and should include visuals. Please come ready to access your presentation via jump drive or through the cloud in order to maximize our time. *The presentations will be made during finals week* on Wednesday, May 10 from 8:00 a.m. to 10:00 a.m.
- Continue working on paper #3.

Suggested material:

Moodle:

- [Podcast: "Climate Change and the Next Genocide"](#)

TH 5/4: **Preparation for presentations:** Judicial Processes and Commemoration in the Aftermath of Genocide (meet in the Liberal Arts tech classroom – room to be announced)

Final tasks for finals week:

To do:

- Finish and submit paper #3.
- Finish preparing your group presentation on commemoration and remembrance for the genocide that you've been assigned.

FINALS WEEK:**COMMEMORATION AND REMEMBRANCE PRESENTATIONS + FINAL PAPER DUE****GROUP PRESENTATIONS: Wednesday, May 10 8:00 a.m. – 10:00 a.m.**

We will meet NAS 011 (our usual classroom) and you and your group members will give your final presentation on remembrance and commemoration of the genocide that you've been assigned. Please see the assignment above for more information.

When you're finished presenting (or before), please have a member of your group email me your PowerPoint, Prezi, Keynote, etc. at gillian.glaes@mso.umt.edu.

Paper #3 is due during the Final Exam timeslot

- Paper #3 is due Wednesday, May 10 during finals week.
- Please see the instructions in the "assignments" section of the syllabus and on Moodle.
- This paper should be 8-10 pages long and you can use in-class and out-of-class sources. Please make sure all sources are of a high scholarly quality, including scholarly secondary sources and strong, appropriate primary sources. See the assignment on Moodle for more information.