

Genocide and Post-conflict Justice
Dr. Conerly Casey
RIT, spring 2015

Course days and times: TTH, 12:30-1:45pm

Office location: Eastman 3151

Course locations:

T, James Gleason Hall GLE 1139

TH, Frank Gannett (GAN) 4202

Course I.D.: Anth 345

**Office hours: TTH 2-3:00pm and
by appointment**

email: cccgss@rit.edu

The destruction and survival of societies often hinges upon ideas of belonging—belonging to a tribe, ethnicity, religion, or nation that has sovereignty over its people. When ideas fail to incorporate people, essentialist categories of identity, historical memory, and accounts of extreme violence become interrelated, potent sources of destruction. Slavery and exclusive ownership of resources leave people starving or living in perilously polluted environments. Globalizing cultural economies threaten indigenous systems and self-representation. Indigenous societies are often critical "sites" of crises concerning the nation-state and other global processes. In this course, we will explore concepts and forms of destruction and survival, and the differing processes that threaten societies. We will focus upon prominent themes in studies of ethnocide, genocide, and post-conflict justice—the roles of ideology, identity, ethnicity, religion, colonization, de-colonization, re-colonization, globalization, disease, purification, pollution, scarcity, revenge, power, and domination. Students will critique theoretical approaches and the methods used to explore ideas about the destruction and survival of societies, developing their own analyses of themes in the literature and of the sources and qualities of available information. By focusing upon ethnocide, genocide and post-conflict justice in diverse societies around the world, students will understand the complexities of asylum, and the everyday lived places of terror.

Course Objectives:

- *To understand the relations of antagonism which develop prior to genocidal killings
- *To review sociocultural and psychocultural explanations for mass killings and their different contributions to studies of genocide
- *To assess gradations of ethnocides and genocides—from destroying land and cultural institutions to the planned annihilation of entire groups
- *To understand the techniques and technologies of ethnocides and genocides and how they are changing with globalization
- *To understand legal, moral/personal responsibility for the ways in which ethnocides and genocides occur and are represented by the media
- *To assess the indifference of bystanders while ethnocides and genocides occur
- *To assess the affects of cultural, historical memory upon future conflicts and genocides
- *To assess the affects of aggression, violence, and displacements upon refugees, and their abilities to relocate, to recover, and to construct a new homeland
- *To assess post-conflict justice systems and their (dis) articulations with one another
- *To identify proto-genocidal policies, motives and relations of antagonism here in the United States

Required Readings: Note: Weekly assigned readings not in the three books below are posted to the myCourses@rit.edu website for this course. The following assigned books are available in the RIT Library and the Barnes and Noble Book Store:

Gourevitch, Philip

1998 We wish to inform you that tomorrow we will be killed with our families: Stories from Rwanda. New York: Farrar and Giroux.

Hari, Daoud

2009 The Translator: A Memoir. Random House Trade Paperbacks.

Hinton, Alexander Laban, Ed.

2011 Transitional Justice: Global Mechanisms and Local Realities After Genocide and Mass Violence. Rutgers, NJ: Rutgers University Press.

Recommended readings from which many assigned chapters are drawn:

Hinton, Alexander Laban, Ed.

2002 Genocide: An Anthropological Reader. Malden, MA and Oxford, England: Blackwell Press, Ltd.

Hinton, Alexander Laban

2009 Why Did They kill?: Cambodia in the Shadow of Genocide. Berkeley, Los Angeles: University of California Press.

Mamdani, Mahmood

2001 When Victims become Killers: Colonialism, Nativism, and the Genocide in Rwanda. Princeton, NJ: Princeton University Press.

Mamdani, Mahmood

2009 Saviors and Survivors: Darfur, Politics and the War on Terror. New York: Doubleday Religion.

Meierhenrich, Jens

2014 Genocide: A Reader. Oxford, England: Oxford University Press.

Power, Samantha

2002 "A Problem from Hell": America and the Age of Genocide. New York, NY: Basic Books.

Internet resources

Genocide Watch: <http://www.genocidewatch.org>

Yale Genocide Studies Program: <http://www.yale.edu/gsp/>

Rutgers Center for the Study of Genocide and Human Rights:

<http://www.ncas.rutgers.edu/cghr>

Montreal Institute for Genocide and Human Rights Studies: <http://migs.concordia.ca>

Class Weekly Schedule

This is a tentative schedule. I may decide to change it, based on the pace of the class and your needs, as students. To facilitate lively class discussions, please read the assigned readings before coming to class!

Week One (Jan. 27th and 29th): Introduction to studies of genocide

T: Introduction to studies of genocide

Th: Read: Introduction: The study and history of genocide, in *Genocide: A Reader* (2014), edited by Jens Meierhenrich, pp. 3-21.

The Act of Killing (2013), directed by Joshua Oppenheimer

Week Two (Feb. 3rd and 5th): Concepts and legal bounds of genocide

T: Read: Chapter One: Concepts, in *Genocide: A Reader* (2014), edited by Jens Meierhenrich, pp. 56-75, 94-103. (Excerpts by Raphael Lemkin, William Schabas, Eric Weitz, Helen Fein, Nancy Scheper-Hughes, Yahuda Bauer, Mahmood Mamdani)

Th: Text of the UN Genocide Convention, 1948
Discuss the legal bounds of genocide, and conceptual critiques.

Week Three (Feb. 10th and 12th): Modernity, colonialism and genocide

T: Culture of Terror—Space of Death: Roger Casement's Putumayo Report and the Explanation of Torture by Michael Taussig, in *Genocide: An Anthropological Reader* (2002) edited by Alexander Laban Hinton, pp. 164-191.

Th: ****Media Analyses due****. Please place your assignment in the designated myCourses dropbox, and be prepared to discuss your analyses in class.

Film: Unseen Tears (2009), directed by Ron Douglas

Week Four (Feb. 17th and 19th): Modernity and postmodernity in studies of genocide

T: Why Modernity Matters, by Zygmunt Baumann, in *Genocide: A Reader* (2014), edited by Jens Meierhenrich, pp. 133-134.

Belonging and Genocide, by Thomas Kuhne, in *Genocide: A Reader* (2014), edited by Jens Meierhenrich, pp. 217-219.

Film: The Portraitist (2005), directed by Irek Dobrowolski

Th: "Ethnic Cleansing": A Metaphor for Our Time by Akbar S. Ahmed, in *Genocide: An Anthropological Reader* (2002) edited by Alexander Laban Hinton, pp. 211-230.

Week Five (Feb. 24th and 26th): Liberation ideologies, class identities and genocidal revenge: A view from Cambodia

T: The Killing Fields (1984), directed by Roland Joffe

Introduction: In the Shadow of Genocide by Alexander Laban Hinton, in *Why Did They Kill?: Cambodia in the Shadow of Genocide* (2009).

Th: The Ideology of Total Revolution in Pol Pot's Cambodia by Karl Jackson, in *Genocide: A Reader* (2014), edited by Jens Meierhenrich, pp. 135-138.

A Head for an Eye: Disproportionate Revenge, by Alexander Laban Hinton, in *Why Did They Kill?: Cambodia in the Shadow of Genocide* (2009).

Week Six (March 3rd and 5th): De-colonization, war and genocide in Rwanda

T: Film: Shake Hands With the Devil: A Journey of Romeo Dallaire

Read the first half of:

We Wish To Inform You That Tomorrow We Will Be Killed With Our Families: Stories From Rwanda by Phillip Gourevitch

Th: Read the second half of:

We Wish To Inform You That Tomorrow We Will Be Killed With Our Families: Stories From Rwanda by Phillip Gourevitch

When Victims Become Killers by Mahmood Mamdani, in *Genocide: A Reader* (2014), edited by Jens Meierhenrich

Week Seven (March 10th and 12th): Ethnic nationalisms, religion and "ethnic cleansing" in the former Yugoslavia

T: The Politics of National Homogeneity in Serbia by Ivo Banac, in *Genocide: A Reader* (2014), edited by Jens Meierhenrich, pp. 139-141.

In God's Name by Omer Bartov and Phyllis Mack, in *Genocide: A Reader* (2014), edited by Jens Meierhenrich, pp. 142-144.

Th: BBC: The Death of Yugoslavia (1995), <https://www.youtube.com/watch?v=oODjsdLoSYo>

Week Eight (March 17th and 19th): Gendered violence and rape as genocidal technique

T: Video: 1996 Calling the Ghosts: A Film about Rape, War and Women, documentary by Mandy Jacobson and Karmen Jelinic

Th: Gendercide by Mary Anne Warren, in *Genocide: A Reader* (2014), edited by Jens Meierhenrich, pp.78-79.

Defining Rape Internationally by Catherine MacKinnon, in *Genocide: A Reader (2014)*, edited by Jens Meierhenrich, pp. 334-337.

A Gendered Genocide: Turning Tutsi Women into Extremists by Christopher Taylor, in *PoLAR 22 (1): 42-54, 1999*.

****Gendered mass violence on-line assignment** Please post your assignment to the designated myCourses dropbox prior to our class on March 19th.**

Week Nine (Mar. 31st and Apr. 2nd): Representations of genocide and “ethnic cleansing”/politics and indifference

T: The Invention of “Ethnic Cleansing” in Yugoslavia by Laura Silber and Allan Little, in *Genocide: A Reader (2014)*, edited by Jens Meierhenrich, pp. 261-263.

Srebrenica by David Rohde, in *Genocide: A Reader (2014)*, edited by Jens Meierhenrich, pp. 263-265.

Th: Inside the UN in 1994 by Michael Barnett, in *Genocide: A Reader (2014)*, edited by Jens Meierhenrich, pp. 439-442.

Dying in Darfur by Samantha Powers, in *Genocide: A Reader (2014)*, edited by Jens Meierhenrich, pp.268-272.

Narrating Darfur by Deborah Murphy, in *Genocide: A Reader (2014)*, edited by Jens Meierhenrich, pp. 273-274.

Week Ten (Apr. 7th and Apr. 9th): Truth, memory and representation in the Sudan

T: The Translator: A Memoir (2009)
Daoud Hari

Th: Perilous Outcomes: International Monitoring and the Perpetuation of Violence in Sudan by Sharon Hutchinson, in *Genocide: Truth, Memory and Representation (2009)*, edited by Alexander Laban Hinton and Kevin O’Neill pp. 29-53.

PBS: Satellites offer new window into documenting, preventing genocide,
http://www.pbs.org/newshour/bb/science/jan-june11/satellites_03-17.html

Week Eleven (Apr. 14th and 16th): ISIS, Boko Haram and violence in Iraq, Syria and Nigeria

T: ISIS and mass violence in Iraq and Syria

****ISIS media evaluations** Please post your evaluations to the myCourses dropbox, but also be prepared to discuss them in class on April 14th.**

Th: “States of Emergency”: Armed Youths and Mediations of Islam in Northern Nigeria by Conerly Casey, in *Journal of International and Global Studies 5, 2: 1-18, 2014*.

Week Twelve (Apr. 21st and 23rd): Transitional justice and multiple justice systems

T: Toward an Anthropology of Transitional Justice by Alexander Laban Hinton, in *Transitional Justice* (2011), edited by Alexander Laban Hinton.

PBS: Cambodia Teaches New Generation About Khmer Rouge Atrocities, June 21, 2011

http://www.pbs.org/newshour/bb/world/jan-june11/cambodia_06-21.html

Th: Identifying Srebrenica's Missing: The "Shaky Balance" of Universalism and Particularism, by Sarah Wagner, in *Transitional Justice* (2011), edited by Alexander Laban Hinton.

PBS: From Guatemalan Soil, Scientists Unearth Signs of Genocide, May 8, 2013,

http://www.pbs.org/newshour/bb/science/jan-june13/guatemala_05-08.html

Week Thirteen (Apr. 28th and Apr. 30th): International and local forms of justice

T: Did Tutsi Constitute an "Ethnical" Group? (International Criminal Tribunal for Rwanda), in *Genocide: A Reader* (2014), edited by Jens Meierhenrich, pp. 332-334.

Th: (In)Justice: Truth, Reconciliation, and Revenge in Rwanda's Gacaca by Jennie E. Burnet, in *Transitional Justice* (2011), edited by Alexander Laban Hinton, pp. 95-118.

Week Fourteen (May 5th and May 7th): Additional perspectives on ethnocide, genocide and justice

T: Student presentations

Th: Student presentations

Week Fifteen (May 12th): Additional perspectives on ethnocide, genocide and justice

T: Student presentations

Class Requirements:

- 1) *Media analyses:* Think carefully about Michael Taussig's analysis of narratives of violence in colonial Putumayo, and the ways that our concepts and language impact what we know about the "truth" of violence. Then, review Internet, print or televised media for information about an occurrence of mass violence associated with the extraction of natural resources for global markets. Choose two articles depicting the same event, one from a media source in the U.S., and the second from the country or region in which the violence took place. In an essay, 2-3 pages, double-spaced, critically evaluate the following: What are the authors' theses or central arguments and how are they similar or different? What evidence do your authors use to support their arguments? What identity categories and descriptors do the authors use in reference to victims and perpetrators of violence? What contexts (i.e. historical, social, political, economic, etc.) does the author provide? What are the sources of your media articles and how might the sources impact the authors' central arguments? In what ways do the sources, identity categories and contexts shape your feelings about victims and

perpetrators of violence? What social affects might the authors' reports produce? The media assignment will count for 15% of your final grade. **Please post your essay to the designated myCourses dropbox prior to our class on February 12th.**

- 2) ***Gendered mass violence café posts:*** Find an on-line media article about gendered mass violence and, in a paragraph, post your analysis of it to our myCourses website, taking into consideration the research questions or themes we have discussed in relation to gendercide or gendered mass violence. For example, you may choose to write about a media article that depicts gender and rape as genocidal technique, comparing and contrasting descriptions of rape in your article with experiences of mass rapes in Bosnia or Rwanda. In light of our readings by Warren and MacKinnon, would you describe the rapes in your article as "gendercide"? How do the forms and courses of violence the people in your article experienced compare with that of women or men in Bosnia or Rwanda? Would the victims in your article be protected under the UN Genocide Convention or subsequent international law? After you have posted your assignment, respond to at least one of your classmates' assignments. Your post and response to a classmate will count for 10% of your final grade. **Please make your initial post before our class on March 19th.**
- 3) ***ISIS evaluations:*** Prior to our class on April 14th, I would like you to do some preliminary research about ISIS and mass violence in Syria and Iraq. In 2-3 pages (double-spaced), evaluate incidents of mass violence and evidence that attributes identity-based violence to ISIS. Are there incidents of mass violence that you think meet the UN definition of genocide? Why or why not? What are the limitations of the UN definition of genocide in these cases? These papers will count for 15% of your final grade. **Please place them in the myCourses dropbox prior to class on April 14th, and come prepared to discuss them.**
- 4) ***Group project and presentations:*** Everyone is required to participate in a group project and presentation about genocide (or mass violence, regardless of whether the term genocide has been applied), and to consider relevant post-conflict justice. I will assign groups based on your interests by the second week of class. Student groups will present the following information to our class during Weeks 14 and 15:
 - a) relations of antagonism that developed prior to the genocidal killings
 - b) sociocultural and psychocultural explanations for genocide and their different theoretical contributions to our understanding of the genocide you present
 - c) new developments or responses to the genocide you are studying
 - d) post-conflict justice forums and applicationsYou must use at least two new peer-reviewed sources (journal articles, book chapters, or books), as well as our course materials. You may divide the work as you like, but everyone must read the materials you choose, and participate in the presentation and discussion. Each person in your group will be given credit for the group's coverage and clarity of the material in a, b, c, and d for a total of 20% of your final grade.
- 5) ***Final critical paper:*** You are to write a short, but critical paper (8-10 pages) about any of the ethnicides, genocides or topics (i.e. colonization; modernity and genocide; indifference; trauma and memory, etc.) we cover in class, comparing them with ethnicides, genocides or topics that are related, but that we have not been able to cover in detail. The idea here is for you to understand the dynamic or comparative relationships of ethnicides and genocides, across time and geographical locations. For instance, you might want to evaluate the 1994 genocide in Rwanda as it relates to contemporary conflicts in the Congo. What key affects or dimensions of the 1994 genocide impact mass violence in today's Congo? Please come to my office hours before

the 10th week of class to discuss your topic. In the paper, I would like for you to assess the major theories, themes and debates about your topic from our readings, films, class discussions and your independent research. You need to effectively use at least two peer-reviewed articles or book chapters from your own research in addition to our course materials. Your paper should have a well-developed thesis, which shows that you have carefully considered the major theories, themes and debates in studies of your topic, with strong support for your thesis in subsequent paragraphs. The final paper, due the day of your final exam (in place of your final exam) will count for 40% of your final grade. If you would like assistance finding a topic, please come to office hours. I will be happy to help you with this. If you would like feedback on a draft of your paper with suggestions for improvement, please email your draft to ccgss@rit.edu at least two weeks in advance of the due date.

Welcome to class!