



**Georgetown University
School of Continuing Studies
Bachelor of Arts in Liberal Studies**

**Mass Atrocities
BLHV 247
Fall 2018**

Professor Kaara Martinez
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<u>Class time</u>	Online
<u>Class location</u>	640 Mass Ave NW
<u>Office hours</u>	Upon request

Course overview

This course seeks to help students develop an understanding of some of the major human rights atrocities of recent time, and to consider means of deterring such atrocities in the future. Students will approach this learning from a historical and political perspective, and the course will draw upon literature and film to augment the student's learning. This course asks students to understand and appreciate the prevalence of massive human rights violations in society, and to critically evaluate the international community's response to such violations. Students will examine the atrocities of the Holocaust, the Khmer Rouge in Cambodia, ethnic conflict in Bosnia and Kosovo, the Rwanda genocide, and Darfur, among other mass atrocities, and through these examples explore the international crimes of genocide and crimes against humanity. Students will also examine the role of the International Criminal Court, and of the International Criminal Tribunals for the former Yugoslavia and Rwanda. Students will consider the concept of the Responsibility to Protect, and analyze how this evolving notion in international law should be applied to humanitarian crises. Students will study the use of military intervention to end humanitarian atrocities, and will gain an understanding of the political considerations raised by such atrocities and interventions. Finally, students will look ahead to consider the role of social networks and social media in ending (or instigating) mass atrocities, and will consider the pursuit of justice and reconciliation in the aftermath of mass atrocities as well as the possibilities and limits of forgiveness.

Learning Goals

- Students will understand major human rights atrocities of recent time in various parts of the world. Students will learn the history of these atrocities and the response of the international community to these tragedies. Students will learn to appreciate the significant political considerations raised in such situations.
- Students will understand the development and role of the International Criminal Court and the international tribunals prior to it, which were developed to try the perpetrators of international crimes, and will critically evaluate the existence of such legal mechanisms.
- Students will learn the contemporary international law concept of Responsibility to Protect and think critically about how this concept should be applied.
- Students will gain an understanding of the increasing importance of social media in preventing mass atrocities and consider how such tools may be used to deter mass violence. Students will also explore the possibility for social media fostering hate and encouraging atrocities.
- Students will consider the possibilities and limits of forgiveness with respect to mass atrocities as well as notions of reconciliation in society. Students will learn to appreciate the different viewpoints and challenges associated with this aim.

Required Textbooks

James Waller, *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing* (Second Edition 2007) ISBN-10: 0195314565

Jared Genser & Irwin Cotler, *The Responsibility to Protect: The Promise of Stopping Mass Atrocities in Our Time* (2011) ISBN-10: 0199797765

Simon Wiesenthal, *The Sunflower: On the Possibilities and Limits of Forgiveness* (1998) ISBN: 0-8052-1060-1

Additional readings will be posted to Canvas.

Recommended Text

Samantha Power, *"A Problem From Hell": America and the Age of Genocide* (2013) ISBN-10: 0465061516

Class Participation

All students are expected to participate in class. This is absolutely critical in an online course. Class participation provides an opportunity for you to demonstrate your understanding of the theories, concepts, and practices learned in the course, and Blackboard is the principal way we will interact for the semester. Success in this course depends on the preparedness and active engagement of all students, and the readings and assignments listed on this syllabus should be done prior to class. Class participation accounts for 10% of your final grade.

Reflection Essay

Your first written assignment of the course is due in Week 2 of the semester. You are required to write a 500-word reflection essay on *The Sunflower*. You should read Book I of *The Sunflower* and at least three of the responses (of your choice) in Book II. You should not conduct

additional research for this self-reflection piece. It is worth 10% of your final grade in the course and is due at 11:59 pm on Thursday, September 7, 2018.

Short Research Essays

You are required to write two essays during the course of the semester, of 4 pages in length. Essays must be submitted to Blackboard by 11:59 pm on the due date. Each essay counts for 20% of your final grade in the course. You should cite to at least two academic sources beyond the class materials and please use APA formatting for your work.

Final Exam

There will be a take-home, comprehensive final exam. You will be required to answer three essay questions and you will have 72 hours to complete the exam. The final exam constitutes 40% of your final grade in the course.

Grading System

Assignment	Grade
Class Participation	10%
Essays	50%
Final Exam	40%

The following is provided as a guide used for assessing grades in all areas of the grading system.

A	100-93 percent
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-60
F	59 and below

Attendance

Students are expected at all meetings of this course. There will be approximately three-four Zoom conferences for the semester. Additionally, you will be asked to make weekly posts to the Discussion Board. We do understand that from time to time, family, personal or work emergencies may arise. In those circumstances, please contact me immediately. Please note that

the BALS attendance policy is strictly adhered to, and more than two absences may result in failure of the course.

Late Papers

Except in rare circumstances, late papers are not accepted. In case of emergency, this rule may be waived with appropriate documentation and cause. Requests for extensions should come prior to the due date of the paper.

Incomplete

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of “N” shall be granted until the work is handed in and, then, the grade shall be changed accordingly. In no case shall work submitted after the announced due date be granted an incomplete. The work shall be delivered no later than 4 p.m. on that day. Failure to adhere to this rule will result in an F.

Turnitin.com

Students acknowledge that by taking this course all required papers must be submitted for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the terms of use agreement posted on the Turnitin.com site.

Disabilities

If you are a student with a documented disability who requires accommodations or if you think you may have a disability and want to inquire about accommodations, please contact the Academic Resource Center at 202-687-8354 or arc@georgetown.edu.

Extreme weather, Emergencies, and Instructional Continuity

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university’s Web site or call (202) 687-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing; check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Blackboard will not be changed due to campus closings.

The university recently has acquired the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

Georgetown Honor System

All students are expected to follow Georgetown's honor code unconditionally. We assume you have read the honor code material located at www.georgetown.edu/honor, and in particular have read the following documents: Honor Council Pamphlet, What is Plagiarism, Sanctioning Guidelines, and Expedited Sanctioning Process. Papers in this course will all be submitted to turnitin.com for checking.

Submitting material in fulfillment of the requirements of this course means that you have abided by the Georgetown honor pledge:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown Honor System: To be honest in any academic endeavor, and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Plagiarism

In accord with university policy, all incidents of suspected plagiarism or other Honor Code violations will be reported to the Honor Council without fail.

If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any other way, the student will receive a grade of F for the course.

Policy Accommodating Students' Religious Observances

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

Sexual Misconduct

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex in any educational programs, which includes sexual harassment or any acts of sexual misconduct. Title IX requires the University, upon becoming aware of any incident of sexual harassment and misconduct to respond appropriately to protect and maintain the safety of the University community, including students, faculty, and staff.

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking.

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC
Associate Director of Health Education Services for Sexual
Assault Response and Prevention
(202) 687-0323
jls242@georgetown.edu

Erica Shirley
Trauma Specialist
Counseling and Psychiatric
Services (CAPS)
(202) 687-6985
els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at:
<https://sexualassault.georgetown.edu/get-help>.

Pregnancy Adjustments and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements.

Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.

COURSE SCHEDULE		
Class Week	Area of Focus	Readings/activities
Week 1 August 30	Overview <ul style="list-style-type: none"> - Overview of human rights and mass violence - The notion of forgiveness 	The Sunflower, Book I, and any three excerpts from Book II Waller, pp. 3-31
Week 2 September 6	The Holocaust	Assignment due: 500-word reflective essay on The Sunflower (10% of final grade) Waller, pp. 33-97 Readings on Canvas.
Week 3 September 13	The Holocaust cont. <ul style="list-style-type: none"> - Introduction to the United Nations - Introduction to the Genocide Convention 	Readings on Canvas. Film/Documentary on Canvas
Week 4 September 20	Cambodia	Readings on Canvas. Waller, pp. 137-169 Film/Documentary on Canvas
Week 5 September 27	Yugoslavia	Readings on Canvas. Waller, pp. 230-278 Essay 1 Due (20% of final grade)
Week 6 October 4	Rwanda <ul style="list-style-type: none"> - Humanitarian Intervention - The Power of Propaganda 	Readings on Canvas. Waller, pp. 196-229 Film/Documentary on Canvas
Week 7 October 11	The Responsibility to Protect	Genser, pp. 3-36 Readings on Canvas.

Week 8 October 18	<i>The International Criminal Court</i>	Readings on Canvas. The Rome Statute of the ICC Film/Documentary on Canvas Essay 2 Due (20% of Final Grade)
Week 9 October 25	<i>Darfur</i> <i>The ICC cont.</i>	Film/Documentary on Canvas Genser, pp. 235-260 Report of the International Commission of Inquiry on Darfur to the United Nations Secretary-General
Week 10 November 1	<i>Democratic Republic of Congo</i> - Sexual violence in Eastern Congo	Film/Documentary on Canvas Genser, pp. 316-345 Readings on Canvas.
Week 11 November 8	<i>Syria</i>	Posted to Canvas.
Week 12 November 15	Social Media and Mass Atrocities- Modern Concerns	Waller, pp. 281-303 Posted to Canvas.
Week 13 November 29	United States Holocaust Memorial Museum Visit	Genser, pp. 298-316
Week 14 December 6	Review and Recap	Please review all materials.
Week 15 December 13	FINAL EXAM	