

# GENOCIDE AND REFUGEES

Spring 2022



**Course Prefix/Number:** SBSA360.1

**Course Title:** Genocide and Refugees

**Core/Elective Course:** Elective Course

**Class Meeting Times:** UTR 11am – 11:50 am

**Instructional Modality:** Hybrid

**Class Location:** A203

**Instructor:** Dr. Pellegrino A. Luciano

**Office Location:** A321

**Office Phone:** Ext. 3770

**Email:** pluciano@auk.edu.kw

**Office Hours:** UTR 12pm- 2pm

## **AUK Mission Statement:**

The American University of Kuwait is a liberal arts institution based on the American model of higher education. It is dedicated to providing students with knowledge, self-awareness, and personal growth experiences that can enhance critical thinking, effective communication, and respect for diversity. AUK seeks to create leaders and lifelong learners who aspire to the highest standards of moral and ethical responsibility in their societies.

**Department/College Mission Statement:** The mission of the Department of Social and Behavioral Sciences is to advance knowledge of humanity through critical inquiry. The Department strives to achieve this mission by employing multidisciplinary methods to examine the human mind, individual and group behavior, societies, cultures, and the environment. Coursework in the disciplines of anthropology, psychology, and environmental studies prepare students for lifelong learning, to continue their education at the post-graduate level, and for careers in the public, private, and nonprofit sectors.

## **Course Description:**

A critical, historical approach to understanding genocide with a human rights orientation to assess why such atrocities should be confronted. The course explores specific cases and diverse conditions leading to genocide, ethnocide and population displacements. Students will analyze the role of the modern state, colonialism, political ideologies, ethnicities and nationalism as major forces behind genocidal campaigns and assess the cultural factors leading to genocide.

**Orientation:**

*“...there is this exorcism: ‘I am not like those they killed; I am not like those who are imprisoned.’ You can...weigh your activities to convince yourself that the things that you do cannot seriously affect the regime. To believe yourself innocent is also a form of exorcism.”*

*Jacobo Timerman, Chile: Death in the South*

Why do genocide, ethnocide and ethnic cleansing happen? What can be done to prevent such scourges of humanity? This course aims to provide students with a conceptual and historical synopsis of genocide from an anthropological perspective. We will start with a human rights orientation to assess why such atrocities should be confronted. Then we will move into the legal and definitional ambiguities surrounding genocide. We will explore specific cases and focus on diverse conditions leading to genocide, ethnocide and population displacements. We will analyze the role of the modern state, colonialism, political ideologies, ethnicity and nationalism as major forces behind genocidal campaigns. The course will factor both the gendered nature of genocide and the vulnerability of indigenous people. We will then turn our attention to issues of social memory and cultural representations of genocide in seeking justice or remedy, and in shaping the healing process or in creating animosities and future genocides. As students of genocide and refugees our goal is to develop a more profound and subtle understanding of these events.

<b>Program Learning Outcomes (PLOs)</b>
PLO1: Recognize the fundamental concepts in social and behavioral sciences with regards to different societies and cultures.
PLO2: Examine how categories of difference are socially constructed.
PLO3: Examine how culture constructs behaviors of everyday life.
PLO4: Demonstrate sensitivity to diverse cultural perspectives, critical in today’s global society.
PLO 5: Apply appropriate ethical standards in the study and research of other cultures.
PLO6: Assess the impact of global media, telecommunication, travel, migration and immigration on societies and cultures.

<b>Course Learning Outcomes (CLOs)</b>	<b>Corresponding PLO</b>
CLO1: Be able to critically assess the UN definition of genocide.	PLO6, PLO2, PLO1
CLO2: Understand how genocide involves a cultural process.	PLO5, PLO2, PLO1. PLO4, PLO6
CLO3: Analyze the social factors leading to genocide.	PLO3, PLO6, PLO1
CLO4: Develop a working plan to protect vulnerable populations.	PLO6, PLO1, PLO5

### **Required Readings:**

1. Linton, Alexander, ed., (2002) Genocide: An Anthropological Reader. Malden, MA and Oxford: Blackwell Publishing. (Available in the AUK Book Store)
2. Gourevitch, Philip. (1998) We Wish to Inform You that Tomorrow We Will Be Killed with out Families: Stories from Rwanda. New York: Farrar and Giroux. (Available in the AUK Book Store.)
3. Additional readings listed on the syllabus as “packet” can be found on Moodle for this course.

### **ADDITIONAL RESOURCES:**

1. Human Rights Watch
  - a. <http://www.hrw.org/>
2. Genocide Watch
  - a. <http://www.genocidewatch.org/>
3. Gendercide Watch
  - a. <http://www.gendercide.org/>
4. United Nations Human Rights
  - a. [Protect Human Rights | United Nations](#)
5. Yale Genocide Program
  - a. [Welcome | Genocide Studies Program \(yale.edu\)](#)

Additional websites can be found in the back of your Linton, Alexander, ed., (2002) Genocide: An Anthropological Reader. Malden, MA and Oxford: Blackwell Publishing.

### **Some Suggestions when doing the readings:**

- 1- Be able to identify the main arguments and restate them in your own words.
- 2- Be able to identify the evidence the author uses to support the argument.
- 3- Form an opinion on the author’s argument and evidence
- 4- Form an opinion on the usefulness of the information in understanding genocide, on a general level.
- 5- Application is Key: On a specific level, take the information presented in the reading and apply it to a current social situation or social issue relevant to you or your society. Does the author’s argument help you understand this situation or issue better? Why/why not?

## Evaluations and Grading:

Evaluation Type	Weight
Active Reading Assignment	10%
Midterm Exam	30%
Book Review Assignment	25%
Prevent Genocide Video Message	25%
Blogging Forum Assignment	10%
Total	100%

### **Class Requirements and Grading Explanation:**

All readings must be completed at the start of the assigned week. Class attendance is mandatory. More than three unexcused absences are cause for a lower grade. Since exam questions are drawn from readings and lectures you cannot pass this class if you do not do the readings or attend lectures regularly. Grades will be based on a take-home midterm, a film analysis paper and a final paper. The following is a breakdown of the assignments and value towards your final grade:

**1- Midterm Exam:** The midterm exam will be composed of one or two essay questions as well as short answers. You are required to submit on Turnitin.com. The midterm will cover all materials through week 7; the entire exam is worth a total **30%** of your grade.

**2- Book Review Assignment:** The book review is due on the last day of classes. You are required to analyze and compare the assigned book by author Philip Gourevitch to at least 1 other cases of genocide discussed in class. You should connect your analysis to concepts, definitions and discussions of the course. The paper should have a well-developed thesis statement. **Supporting materials must be drawn only from course materials and websites provided in this syllabus.** The paper should assess the genocide event and should include: (1) a discussion of the victims and perpetrators of the genocide (2) what are the defining social characteristics (classes, ethnicity, religion etc) of the groups involved (3) Compare the description to the U.N. definition of genocide. How does the case compare with the Rwanda example? The analysis should be written up in a 5-7 page double-spaced report. You must hand in a hard copy in class as well as submit it on Turnitin.com. The assignment will count for **25%** of your final grade.

**3- Final Project: Prevent Genocide Video Message:** The final project will be due during exam period and should be handed in CD or DVD format properly labeled. It should be about 2-4 minutes in length and will be based on group effort. The goal is to

create a short visual message against political violence and genocide more particularly. The video must be filmed on AUK campus to include the faculty and student body. All authors must appear at least once in the video. More will be said about the project during the semester. You must have some video recording equipment to complete this project. The final project is worth **25%** of your grade.

**4- Blogging Forum Assignment:** A blog has been set up for this class on Moodle Forum. You will be required to make 5 entries to 5 posted questions based on the in-class exercises prepared for you. Each blog answer will be given a grade of 0-5 (x 20 converted) to determine how much of the **10%** is added to your final grade. The syllabus indicates when the post is due. Late postings will not be accepted.

**5- Active Reading Assignment/ Class Participation: Upload reading summaries where specified on Moodle in a word document. Upload must be at the start of weekly classes.** This is not just a given but based on the ability to demonstrate that you did the reading. Participation is worth **10%** of the final grade.

**AUK Official Grading Scale:**

Letter Grade	Percentage	University Points
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	0-59	0.0

**AUK Attendance Policy:**

Any student who misses more than 15% of class sessions of any course during a semester should expect to fail, unless she/he submits documented evidence to the course instructor of inpatient medical care, death of an immediate family member, academic instructional activities, or national athletic activities. If excused, students are required to satisfy all coursework due or assigned during their absence as determined by the course instructor. If a student does not submit documented evidence for her/his absence exceeding the limit, it is the student's responsibility to withdraw from the course by the specified deadline, as indicated on the academic calendar. Students who withdraw from a course receive a grade of

“W”. Students who do not withdraw from a course nor submit supporting documents for excessive absences will receive a grade of “FN” (failure for non-attendance).

### **Code of Academic Honesty and Integrity:**

Upon admission to the American University of Kuwait, students agree to act responsibly in all areas of academic, personal and social conduct and to take full responsibility for their individual and collective action. Such regulations are found in the American University of Kuwait Catalogue, Student Handbook, and the AUK website at [www.auk.edu.kw](http://www.auk.edu.kw). Any question of interpretation regarding the code of academic honesty and Integrity shall be reported to the appropriate academic dean. The Code shall be reviewed annually at the discretion of the academic deans. Any student or student organization found to have committed the cited violations or misconduct, either on or off campus, is subject to the disciplinary sanctions outlined in adjudication procedures.

**Note:** any form of academic dishonesty will be marked by a grade of “F”. It particularly includes the submission of previous papers, exams, or assignments. Make sure you contact me in case of doubt or ask your questions during the class.

### **Plagiarism:**

The term “plagiarism” includes, but is not limited to, an attempt of an individual to claim the work of another as the product of his or her own thoughts regardless of whether that work has been published. Plagiarism includes, but is not limited to, quoting improperly or paraphrasing text or other written materials without proper citation on an exam, term paper, homework, or other written material submitted to an instructor as one’s own work. Plagiarism also includes handing in a paper to an instructor that was purchased from a term paper service or downloaded from the Internet and presenting another person’s academic work as one’s own.

**Note:** any form of plagiarism will be marked by a grade of “F”. Make sure you contact me in case of doubt or ask your questions during the class. Further explanation of plagiarism is available on Moodle (PWP Plagiarism).

### **Cheating:**

The term “cheating” includes but is not limited to, copying homework assignments from another student; working together with another individual on a take-home test or homework when not approved by the instructor, looking at and/or copying text, notes or another person’s paper during an examination when not permitted to do so. Cheating also includes the giving of work information to another student to be copied and/or used as his or her own. This includes but is not limited to giving someone answers to exam questions either when the exam is being given or after having taken an exam; informing another student of specific questions that appear or have appeared on an exam in the same academic semester; giving or selling a term paper, report, project or other restricted written materials to another student.

**Note:** any form of cheating will be marked by a grade of “F”.

### **Academic Support:**

Learning Support Services focuses on empowering students to become independent and successful learners by developing their literacy skills, enhancing their understanding, and helping them improve their academic and study skills. Learning Support Services is comprised of two centers: the Tutoring Center and the Writing Center.

The Tutoring Center provides free academic support in various subjects to AUK student. Email: [tutoringcenter@auk.edu.kw](mailto:tutoringcenter@auk.edu.kw).

The Writing Center provides multilingual support (English, Arabic, French, and Spanish) through individual or small-group consultations. Email: [writingcenter@auk.edu.kw](mailto:writingcenter@auk.edu.kw)

### **Disability Accommodations:**

Disability services include identifying strategies to accommodate the learning requirements of students with disabilities. The Counseling Center at AUK offers services that include personal counseling and disability services. Their mission is to support students as they overcome what inhibits their success and prepare them for lifelong learning and development. For questions regarding accommodation services, please contact the Counseling Center at [Counseling@auk.edu.kw](mailto:Counseling@auk.edu.kw).

### **Course Policies/Student Responsibilities:**

- on site or online, students are expected to have their mobile phones turned off or on plane mode. Any ringing phone can engender exclusion from the classroom. Arrival in class after 15 min will affect the participation/attendance grade.
- online, students are expected to turn on their webcams, unless they have notified me by email or at the beginning of class in the chat box privately.

### **Online Course Delivery and Netiquette:**

- The access link will be posted on Moodle.
- Be on time to Zoom meetings and make sure you attend and participate regularly
- Check your AUK email regularly to receive all relevant announcements and communication
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Professor or Dr. unless invited by faculty to use a less formal approach
- When writing, ensure to use formal, respectful, professional language and double-check spelling/grammar function before sending/posting. This applies to emails, typing on Zoom chat, posting on discussion boards, assignments, or any other form of writing you will complete within the context of this course
- Check the discussion board frequently and respond appropriately and on subject • Cite all quotes, references, and sources
- Capitalize words only to highlight a point. Otherwise, capitalizing is generally viewed as SHOUTING!
- Do not dominate discussions and allow other students to post or join in
- It is not appropriate to forward someone else's messages or emails without their permission

- Be careful when using humor. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism)
- Recording Zoom sessions is prohibited

**Late and Missing Work Policy:** Except students benefiting from disability accommodations, no extension will be allowed unless you submit documented evidence to the course instructor of inpatient medical care, death of an immediate family member, academic instructional activities, or national athletic activities. In this case, send me your work by email respecting the due dates and hours. Each assignment must be submitted on Moodle before class time. Dates will be announced on Moodle.

**Make-Up Work Policy:** no make-up work will be accepted unless you submit documented evidence to the course instructor of inpatient medical care, death of an immediate family member, academic instructional activities, or national athletic activities.

**Communication Policy:** Please be sure to use your official AUK email account, write your full name, and indicate which class and section you are taking (**SBSA 101**) when you send me an email. If you have a question, please check the syllabus first and if your question is not answered there, then please feel free to send an email and I will be happy to clarify. I respond to questions via email or posted on the discussion forum within 24 hours of receiving them; if I do not respond within 24 hours, please re-send the email. Please note I normally respond during these working hours: **9am-7pm, Sunday to Thursday**. Emails sent on weekends will be responded to on Sunday.

**Technology Issues:** All assignments must be submitted through Moodle. However, you may experience trouble submitting an assignment due to technology or internet issues. If such a situation does arise and you are unable to submit your assignment through Moodle, please send me an email at [mbreteau@auk.edu.kw](mailto:mbreteau@auk.edu.kw) and include the **completed** assignment. Please make sure that you email me the assignment **before** the deadline as this documents that you did finish everything by the due date and time, but that you just had a technology issue. This will ensure that your assignment will be accepted, and you will not receive a late **penalty of 5 points**. Once the technology or internet issue is resolved, please upload the assignment to Moodle. In general, always be sure to frequently save your files and keep backups of your assignments.



## Class Schedule

### Week 1 2/10 Greetings

### Week 2 (2/13, 2/15, 2/17)-

#### **Introduction and Review of Syllabus**

### Week 3 (2/20, 2/22, 2/24)-

#### ***Why Study Genocide?: Vulnerable Populations & Human Rights***

#### **Reading:**

1. Human Rights Violations  
Paul C. Rosenblatt (Packet)
2. Women, Minorities and Indigenous Peoples: Universalism and Cultural Relativity  
Carole Nagengast (Packet)

Feb 27 – March 3 University Closed

### Week 4 (3/6, 3/8, 3/10 & 3/12) –

#### ***Genocide Concepts and Definitions in Historical Context***

#### **Reading:**

1. Introduction: Genocide and Anthropology  
Alexander Laban Hinton (Hinton Reader)
2. Genocide  
Raphael Lemkin (Hinton Reader)
3. Text of the U.N. Genocide Convention (Hinton Reader)

### **In Class Exercise 1 & Blog 1**

### Week 5 (3/13, 3/15, 3/17)–

#### ***Theoretical Perspectives and Conceptual Problems***

#### **Reading:**

1. Genocide: Its Political Uses in the Twentieth Century  
Leo Kuper (Hinton Reader)
2. Genocide: A Sociological Perspective  
Helen Fein (Hinton Reader)

**Week 6 (3/20, 3/22, 3/24)–**

***Genocide and the Modern State Apparatus***

**Reading:**

1. Modernity and the Holocaust  
Zygmunt Bauman (Hinton Reader)
2. Genocide, Civilization and Modernity  
Michael Freeman (Packet)

**Week 7 (3/27, 3/29, 3/31)–**

***Bureaucracy and the Social Production of Indifference***

**Reading:**

1. Eichmann in Jerusalem: A Report on the Banality of Evil  
Hannah Arendt (Hinton Reader)
2. The UN Security Council, Indifference, and Genocide in Rwanda  
Michael N. Barnett (Packet)
3. Selections of Nazi Perpetrator Testimony (Packet)

**In Class Exercise 2 & Blog 2**

**Week 8 (4/3, 4/5, 4/7)–**

***National Identities and Ethnic Cleansing:***

**Reading:**

1. Imagined Communities and Real Victims: Self –Determination and Ethnic Cleansing in Yugoslavia. Robert M. Hayden (Hinton Reader)

**MIDTERM EXAM**

**Week 9 (4/10, 4/12, 4/14)–**

***Colonialism, Development and the Genocide of Indigenous Peoples***

**Reading:**

1. Victims of Progress  
John Bodley (Hinton Reader)

**Week 10 (4/17, 4/19, 4/21)-**

**Films:**

Namibia: Genocide and the Second Reich (2004) [58 min.].

- By David Adetayo Olusoga
- Open Discussion
- Presentations for 5% extra credit

**In-Class Exercise 3 & Blog 3**

**Week 11(4/24, 4/26, 4/28)-**

***Gender and Gendercide:***

**Reading:**

Genocide and Gender: The Uses of Women and Group Destiny  
Helen Fein. (Packet)

**May 1 to May 5 University Closed**

**Week 12 (5/8, 5/10, 5/12)-**

***REVENGE: Communist Dystopias and Class Relations***

**Readings:**

1. A Head for an Eye: Revenge in the Cambodian Genocide  
Alexander Laban Hinton (Hinton Reader)

**In-Class Exercise 4 & Blog 4**

**Week 13 (5/15, 5/17, 5/19)-**

***Case Study: Genocide in Rwanda***

**Reading:**

1. We Wish to Inform You that Tomorrow We Will Be Killed With Our Families Philip Gourevitch [Pp.5-74]

**Film:**

Sometimes in April (2005)  
By Raoul Peck

**Week 14 (5/22, 5/24, 5/26)-**

***REVENGE: Victims as Perpetrators: Rwanda Continued***

**Reading:**

1. We Wish to Inform You that Tomorrow We Will Be Killed With Our Families  
Philip Gourevitch [Pp.75-end]

**Discussion of Film:**

Sometimes in April (2005)

By Raoul Peck

**In-Class Exercise 5 & Blog 5**

**Week 15 (5/29, 5/31, 6/2)-**

***Memory, Representation and Forgiveness***

**Reading:**

1. Whose Genocide? Whose Truth? Representations of Victim and Perpetrator in Rwanda. Jennie E. Burnet (Packet)
2. Coming to Our Senses. Nancy Scheper-Hughes (Packet)

**BOOK REVIEW ASSIGNMENT DUE 6/2**

**FINAL VIDEO PROJECT DUE**