

# Module Guide

Genocide and Crimes against  
Humanity

DSS\_6\_GCH

Division of Social Sciences

Semester One  
Level Six



# SCHOOL OF LAW AND SOCIAL SCIENCES

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### Weekly Overview

Week 1	Introduction: What is genocide?
Week 2	Colonial Genocides
Week 3	The Armenian Genocide
Week 4	Nazi Germany and the Holocaust
Week 5	Directed Private Study Week – No Lectures or Seminars
Week 6	The Holocaust: Gendered Experiences and Survivor Testimonies
Week 7	Trip to Imperial War Museum
Week 8	The Nazi Genocide of the ‘Gypsies’
Week 9	Cambodia: Pol Pot and the Killing Fields
Week 10	Genocide in the 1990s: Rwanda and the former Yugoslavia
Week 11	Genocide in Darfur
Week 12	Individual Essay Tutorials – No Lectures or Seminars

## 1. MODULE DETAILS

<b>Module Title:</b>	Genocide and Crimes against Humanity
<b>Module Level:</b>	6
<b>Module Reference Number:</b>	DSS_6_GCH
<b>Credit Value:</b>	20
<b>Student Study Hours:</b>	200
<b>Contact Hours:</b>	45
<b>Private Study Hours:</b>	155
<b>Pre-requisite Learning:</b>	Level 4 and Level 5 modules
<b>Course(s):</b>	DSS Undergraduate Programme
<b>Year and Semester</b>	2019-20, Semester One
<b>Module Coordinator:</b>	Dr Lisa Pine
<b>MC Contact Details (Tel, Email, Room)</b>	020 7815-8092; <a href="mailto:pinel@lsbu.ac.uk">pinel@lsbu.ac.uk</a> ; Room B243
<b>Subject Area:</b>	BA Politics
<b>Summary of Assessment Method:</b>	3,500 word essay

## 2. SHORT DESCRIPTION

This module explores the history of genocide and crimes against humanity in the twentieth century and beyond. It begins with an introduction to the related concepts of genocide and crimes against humanity before considering a range of events including colonial genocides, the Armenian Genocide, the Nazi 'Final Solution', alleged genocides in Cambodia, Yugoslavia and Rwanda, as well as cases of genocide in the twenty-first century in Darfur. It analyses the dynamics of genocide and crimes against humanity in order to shed light upon their origins, characteristics and consequences.

## 3. AIMS OF THE MODULE

- To provide students with a detailed understanding of the history and conceptual framework of genocide and crimes against humanity
- To utilise and critically evaluate historical sources
- To examine the debates surrounding the subject

## 4. LEARNING OUTCOMES

Knowledge and Understanding:

- A critical and in-depth knowledge of the practical and conceptual foundations of genocide and crimes against humanity
- An ability to identify and critically assess examples of genocide and crimes against humanity

Intellectual Skills:

- An ability to critically evaluate primary and secondary sources
- An enhanced ability to engage with debates in the field
- An ability to synthesise sources to create unique answers to a question

Transferable Skills:

- Effective time management skills
- The ability to work on tasks in small groups and independently
- Good written communication skills
- The ability to work to deadlines

## 5. ASSESSMENT OF THE MODULE

**Formative Assessment:** Feedback on answers to short seminar questions.

**Summative Assessment:** A 3,500 word coursework essay. The pass mark is 40%.

You must state your word count at the end of your work. Please note the following deductions of marks for over length work.

- Over 10% over word length - deduct 5 marks.
- Over 20% over word length - deduct 8 marks.
- Over 25% over word length - deduct 10 marks.
- Over 50% over word length - deduct 20 marks.

### **Assessment**

The individual modules vary in assessment requirements but there is a balance of coursework and written examination. Many modules are assessed by two or more elements (e.g. an exam and a coursework essay). Coursework takes various forms including essays, reports, website analysis, data analysis exercises, group and individual presentations, blogging, project proposal and final year project. Examinations normally take the form of a seen or unseen paper and are of either two or three hours' duration. The overall pass mark for each module is 40%, subject to a minimum mark of 30% for each assessed element, for instance an essay and examination. All coursework essays and examination scripts are assessed in relation to the specific learning outcomes for each module, which can be found in Module Guides. More generally, requirements in relation to the level of conceptual analysis and acquired skills will intensify with your progression through the course.

### Level Four

The overall learning outcome of level four modules is that the student should be able to demonstrate a good knowledge of important information, concepts and ideas, in the chosen area of study and should be attempting to provide some analysis of alternative views and perspectives. In particular, at the end of level four, students should have acquired a number of key skills, which should be reflected in their written work, and the ability:

- to collect, sift and record information from a variety of sources (e.g. library, database, lectures)

- to distinguish between description and analysis in information sources
- to isolate key arguments within source material
- to use information to present a relevant and coherent argument in written and oral form (e.g. 1500 word essay or a ten minute oral presentation).

### Level Five

The conceptual analysis and skills developed at level four will be deepened, and students will develop their interactive skills within a learning group. Additionally, students will be expected to demonstrate the ability:

- to distinguish between differing viewpoints
- to identify key elements of a problem and choose the theories/methods for its resolution
- to analyse differing (political, social, etc) systems using comparative methodology
- to research a topic of their choice, and to present this research in oral and written form.

### Level Six

Students will be expected to demonstrate the ability:

- to identify the social formation of individuals, groups, the nation state, and global relations
- to apply appropriate knowledge and skills to the solution of problems in relation to these areas
- to understand the relation between economic, social, political and cultural factors in behaviours and structures at the level of the group, the nation state, and global relations
- to present in written form a critical piece of academic analysis and research, demonstrating a firm grasp of methodological principles in the selection and use of themes for a more specialised piece of work (9,000 word research Project)
- to understand the influence of historical and global forces on society.

At Level six, the student should be able to critically review evidence-supporting conclusions and to assess its validity and significance.

### **Marking Criteria – how your work is assessed**

Each piece of work on the individual modules will have specific assessment criteria, but at a general level there are five main criteria that we consider in arriving at an accurate assessment of your work:

1. knowledge of the topic – information, data, ideas, concepts and institutions
2. analysis of issues and an awareness of different viewpoints
3. evaluation of competing explanations or theories applied to a problem
4. ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system
5. skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following general marking scheme applies:

Fail	0-30%	Badly misunderstands the question; contains factual errors; none of the basic objectives are achieved
	30-35%	Some knowledge of topic and examples, but objectives 2-5 not met
	35-39%	Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met
Third	40-49%	Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1,2,3,4,; low on objective 5
2:ii	50-59%	Exhibits good knowledge of the topic; can distinguish different approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5
2:i	60-69%	Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3
First	70-79%	Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives are covered
	80% +	Same as the range 70-79% but adds a deeper understanding and evaluation of the issues and can "impose oneself on the subject"

## Plagiarism

Plagiarism is the act of taking the words or ideas of others and passing them off as your own. Please refer to course guide for details.

## Referencing and Bibliography

All essays must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the essay. Please see course guide for details.

## 6. [FEEDBACK](#)

Students can normally expect written feedback on submitted coursework assignments within 15 working days of submission.

## 7. [STUDENT EVALUATION](#)

The majority of students thought that the lectures and seminars were good or very good. Most students thought the information on the VLE (Moodle) was good or very good. Feedback on assessment was not available at the time of response. The majority of students found the lectures and seminars valuable and valued the helpfulness of teaching staff. Individual comments by students indicated that use of audio-visual aids was good. The module was well taught and well received overall.

## 8. INTRODUCTION TO STUDYING THE MODULE

### 8.1 Overview of the Main Content

What is genocide? Understanding the terminology and concept; Colonial Genocides; The Armenian Genocide of 1915-16; Nazi Germany and the 'Final Solution'; The Nazi Genocide of the Gypsies; Cambodia and the Pol Pot Regime; Yugoslavia; Rwanda.

### 8.2 Overview of Types of Classes

The module will be taught by a series of weekly lectures and seminars. The lectures will introduce students to the broad themes and debates. The seminars will include small group discussions and tasks.

### 8.3 Importance of Student Self-Managed Learning Time

Students will be expected to use self-managed learning time to read as widely as possible and to prepare for their coursework assignment.

### 8.4 Employability

The transferable skills listed above will enhance employability.

## 9. THE PROGRAMME OF TEACHING

### Weekly Programme (Lecture Topic and Specific Reading)

#### Week 1: Introduction: What is genocide?

UN Convention on Genocide (1948), online at: [www.un.org](http://www.un.org) and printed in many other books (e.g. Gellately and Kiernan, Chalk and Jonassohn, Andreopoulos)

F. Chalk, 'Redefining Genocide' and I. Charny, 'Toward a Generic Definition of Genocide' in G. Andreopoulos (ed.), *Genocide: Conceptual and Historical Dimensions* (1994)

H. Huttenbach, 'From the Editor: Towards a Conceptual Definition of Genocide', *Journal of Genocide Research*, 4:2 (2002)

R. Lemkin, 'Genocide as a Crime under International Law', *American Journal of International Law*, 41 (1947), and 'Genocide: A Modern Crime', *Free World*, 4 (1945), both online at: [www.preventgenocide.org/lemkin](http://www.preventgenocide.org/lemkin)

R. Lemkin, *Axis Rule in Occupied Europe: Laws of Occupation, Analysis of Government, Proposals for Redress* (1944)

M. Levene, 'Why is the Twentieth Century the Century of Genocide?', *Journal of World History*, 11:2 (2000)

M. Lippman, 'A Road Map to the 1948 Convention on the Prevention and Punishment of the Crime of Genocide', *Journal of Genocide Research*, 4: 2 (2002)

U. Makino, 'Final Solutions, Crimes Against Mankind: On the Genesis and Criticism of the Concept of Genocide', *Journal of Genocide Research*, 3:1 (2001)

J. Morsink, 'Cultural Genocide, the Universal Declaration, and Human Rights', *Human Rights Quarterly*, 21: 4 (1999)

D. Moshman, 'Conceptual Constraints on Thinking about Genocide', *Journal of Genocide Research*, 3:3 (2001)

C. Scherrer, 'Towards a Theory of Modern Genocide. Comparative Genocide Research: Definitions, Criteria, Typologies, Cases, Key Elements, Patterns and Voids', *Journal of Genocide Research*, 1: 1 (1999)

S. Stein, 'Conceptions and Terms: Templates for the Analysis of Holocausts and Genocides', *Journal of Genocide Research*, 7:2 (2005)

S. Straus, 'Contested Meanings and Conflicting Imperatives: A Conceptual Analysis of Genocide', *Journal of Genocide Research*, 3:3 (2001), pp. 349-75.

S. Straus, *Fundamentals of Genocide and Mass Atrocity Prevention* (2016)

## **Week 2: Colonial Genocides**

A. Alvarez, *Native America and the Question of Genocide* (2016)

J. Bridgman, *The Revolt of the Hereros* (1981)

R. Broome, *Aboriginal Australians* (2000)

M. Cocker, *Rivers of Blood, Rivers of Gold: Europe's Conflict with Tribal Peoples* (1998)

A. Dirk Moses, *Genocide and Settler Society* (2004)

J. Gewald, *Herero Heroes: A Socio-Political History of the Herero of Namibia 1890-1923* (1999)

I. Hull, *Absolute Destruction: Military Culture and the Practices of War in Imperial Germany* (2004)



B. Madley, 'Patterns of Frontier Genocide 1803-1910: The Aboriginal Tasmanians, the Yuki of California and the Herero of Namibia', *Journal of Genocide Research*, 6:2 (2004)

A. Dirk Moses (ed.), *Genocide and Colonialism* (New York, 2005)

A. Dirk Moses (ed.), *Genocide and Settler Society: Frontier Violence and Stolen Aboriginal Children in Australian History* (Oxford, 2004)

A. Palmer, *Colonial Genocide* (Adelaide, 2000)

H. Reynolds, *An Indelible Stain? The Question of Genocide in Australia's History* (Ringwood, 2001)

H. Reynolds, *Why Weren't We Told?* (1999)

D. Stone, 'White Men with Low Moral Standards? German Anthropology and the Herero Genocide', *Patterns of Prejudice*, 35:2 (2001)

C. Tatz, 'Genocide in Australia', *Journal of Genocide Research*, 1:3 (1999)

### **Week 3: The Armenian Genocide**

P. Balakian, *The Burning Tigris: The Armenian Genocide and International Human Rights* (2004)

D. Bloxham, *The Great Game of Genocide: Imperialism, Nationalism and the Destruction of the Ottoman Armenians* (Oxford, 2005)

D. Bloxham, 'The Armenian Genocide of 1915-1916: Cumulative Radicalisation and the Development of a Destruction Policy', *Past and Present*, 181 (2003)

D. Bloxham, 'Three Imperialisms and a Turkish Nationalism: International Stresses, Imperial Disintegration and the Armenian Genocide', *Patterns of Prejudice*, 36:4 (2002)

V. Dadrian, *The History of the Armenian Genocide: Ethnic Conflict from the Balkans to Anatolia to the Caucasus* (New York, 2003)

V. Dadrian, 'The Role of the Special Organisation in the Armenian Genocide during the First World War', in P. Panayi (ed.), *Minorities in Wartime* (Oxford, 1993)

V. Dadrian, 'The Secret Young Turk Ittihadist Conference and the Decision for the World War I Genocide of the Armenians', *Holocaust and Genocide Studies* 7:2 (1993)

V. Dadrian, *Warrant for Genocide: Key Elements of the Turko-Armenian Conflict* (New Brunswick, 1999)

V. Dadrian, 'The Determinants of the Armenian Genocide', *Journal of Genocide Research* 1:1 (1999)

- G. Graber, *Caravans to Oblivion: The Armenian Genocide, 1915* (1996)
- R. Hovannisian (ed.), *The Armenian Genocide: History, Politics, Ethics* (Basingstoke, 1992)
- R. Hovannisian (ed.), *The Armenian Genocide in Perspective* (1986)
- A. Macfie, *The End of the Ottoman Empire, 1908-1923* (London, 1998)
- M. Mann, *The Dark Side of Democracy* (Cambridge, 2005), chapters 5 and 6
- R. Melson, *Revolution and Genocide: On the Origins of the Armenian Genocide and the Holocaust* (Chicago, 1992)
- R. Melson, 'The Armenian Genocide as Precursor and Prototype of Twentieth-Century Genocide', in A. Rosenbaum (ed.), *Is the Holocaust Unique? Perspectives on Comparative Genocide* (Boulder, 1996).
- N. Naimark, *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe* (Cambridge, 2001), esp. pp. 17-56.
- M. Oke, *The Armenian Question, 1914-1923* (Oxford, 1988)
- R. Rummel, *Death by Government* (New Brunswick, 1994), esp. pp. 209-40
- J. Winter, 'Under Cover of War: The Armenian Genocide in the Context of Total War', in R. Gellately and B. Kiernan, *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge, 2003)
- J. Winter (ed.), *America and the Armenian Genocide of 1915* (2004)

#### **Week 4: Nazi Germany and the Holocaust**

- G. Aly, '*Final Solution*': *Nazi Population Policy and the Murder of European Jews* (London, 1999)
- D. Bankier, *The Germans and the Final Solution* (Oxford, 1996)
- D. Bankier (ed.), *Probing the Depths of German Antisemitism: German Society and the Persecution of the Jews, 1933-1941* (New York, 2000)
- O. Bartov, *Murder in our Midst: The Holocaust, Industrial Killing and Representation* (Oxford, 2001)
- O. Bartov (ed.), *The Holocaust: Origins, Implementation, Aftermath* (London, 1999)
- Y. Bauer, *Rethinking the Holocaust* (Yale, 2000), esp. chapters 1-3
- Z. Bauman, *Modernity and the Holocaust* (London, 1989)
- W. Benz, *The Holocaust: A Short History* (London, 2000)

M. Berenbaum and A. Peck (eds), *The Holocaust and History: The Known, the Unknown, the Disputed and the Re-examined* (1998)

C. Browning, *Nazi Policy, Jewish Workers, German Killers* (Cambridge, 2000)

C. Browning, *The Origins of the Final Solution: The Evolution of Nazi Jewish Policy* (London, 2004)

M. Burleigh and W. Wippermann, *The Racial State: Germany 1933-1945* (Cambridge, 1991)

D. Cesarani (ed.), *The Final Solution: Origins and Implementation* (London, 1994)

D. Cesarani, *Final Solution: The Fate of the Jews 1933-1949* (London, 2016)

D. Dwork and R. van Pelt, *Holocaust: A History* (2002)

H. Friedlander, *The Origins of Nazi Genocide: From Euthanasia to the Final Solution* (1995)

S. Friedländer, *Nazi Germany and the Jews, Vol. 1: The Years of Persecution 1933-1939* (1997)

R. Gellately, 'The Third Reich, the Holocaust, and Visions of Serial Genocide', in R. Gellately and B. Kiernan, *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge, 2003), chapter 11

U. Herbert (ed.), *National Socialist Extermination Policies: Contemporary German Perspectives and Controversies* (2000)

R. Hilberg, *Perpetrators, Victims, Bystanders: The Jewish Catastrophe, 1933-1945* (London, 1992)

M. Marrus, *The Holocaust in History* (London, 1987)

L. Pine, *Hitler's 'National Community': Society and Culture in Nazi Germany* (London, 2017)

D. Stone (ed.), *The Historiography of the Holocaust* (London, 2004)

**Week 5: Directed Private Study Week – no Lectures or Seminars**

**Week 6: The Holocaust and Survivor Testimonies / Gendered Experiences**

E. Baer and M. Goldenberg (eds), *Experience and Expression: Women, the Nazis, and the Holocaust* (Detroit, 2003)

J. Baumel, *Double Jeopardy: Gender and the Holocaust* (London, 1998)

D. Ofer and L. Weitzman (eds), *Women in the Holocaust* (New Haven, 1998)

L. Pine, 'Gender and the Holocaust: Male and Female Experiences of Auschwitz', in A. Randall (ed.), *Genocide and Gender in the Twentieth Century: A Comparative Survey* (London, 2015)

A. Reading, *The Social Inheritance of the Holocaust: Gender, Culture and Memory* (London, 2002)

C. Rittner and J. Roth (eds), *Different Voices: Women and the Holocaust* (New York, 1993)

N. Tec, *Resilience and Courage: Women, Men and the Holocaust* (New Haven and London, 2003)

Z. Waxman, *Writing the Holocaust: Identity, Testimony, Representation* (Oxford, 2006)

Testimonies of Auschwitz written by men:

P. Levi, *If This is a Man* (London, 2000)

H. Wermuth, *Breathe Deeply My Son* (London, 1993)

E. Wiesel, *Night: with Connections* (Austin, 1988)

L. de Wijze, *Only My Life: A Survivor's Story* (New York, 1997)

Testimonies of Auschwitz written by women:

L. Bitton-Jackson, *I Have Lived a Thousand Years: Growing up in the Holocaust* (London, 1999)

R. Gelissen, *Rena's Promise: A Story of Two Sisters in Auschwitz* (Massachusetts, 1995)

I. Leitner, *Fragments of Isabella: A Memoir of Auschwitz* (New York, 1978)

O. Lengyel, *Five Chimneys: A Woman Survivor's True Story of Auschwitz* (Chicago, 1995).

L. Millu, *Smoke over Birkenau* (Evanston, Illinois, 1997)

G. Tedeschi, *There is a Place on Earth: A Woman in Birkenau* (New York, 1992)

**Week 7: Visit to Imperial War Museum – Holocaust Exhibition**

**Week 8: The Nazi Genocide of the 'Gypsies'**

B. Alt and S. Folts, *Weeping Violins: The Gypsy Tragedy In Europe* (Kirksville, 1996)

M. Burleigh and W. Wippermann, *The Racial State: Germany 1933-1945* (Cambridge, 1991)

K. Fings, H. Heuss and F. Sparing, *From "Race Science" to the Camps: The Gypsies during the Second World War* (Hatfield, 1997)

I. Hancock, *The Pariah Syndrome: An Account of Gypsy Slavery and Persecution* (Ann Arbor, 1987)

D. Kenrick and G. Puxon, *The Destiny of Europe's Gypsies* (London, 1972)

D. Kenrick and G. Puxon, *Gypsies under the Swastika* (Hatfield, 1995)

G. Lewy, 'Himmler and the "Racially Pure Gypsies"', *Journal of Contemporary History* Vol. 34, No. 2 (1999), pp. 201-14.

G. Lewy, *The Nazi Persecution of the Gypsies* (Oxford, 2000)

S. Milton, "'Gypsies" as Social Outsiders in Nazi Germany', in R. Gellately and N. Stoltzfus (eds), *Social Outsiders in Nazi Germany* (Princeton, 2001)

L. Pine, *Hitler's 'National Community': Society and Culture in Nazi Germany* (London, 2017)

D. Stone (ed.), *The Historiography of the Holocaust* (London, 2004)

## **Week 9: Cambodia**

D. Chandler and B. Kiernan (eds), *Revolution and Its Aftermath in Kampuchea: Eight Essays* (1983)

D. Chandler, *A History of Cambodia* (1996)

D. Chandler, *The Tragedy of Cambodian History* (1991)

D. Chandler, *Voices from S-21: Terror and History in Pol Pot's Secret Prison* (2000)

A. Hinton, *Why Did They Kill? Cambodia in the Shadow of Genocide* (Berkeley, 2005)

K. Jackson, *Cambodia 1975-1978: Rendezvous with Death* (Princeton, 1989)

B. Kiernan, *The Pol Pot Regime: Race, Power and Genocide in Cambodia under the Khmer Rouge, 1975-1979* (1996)

B. Kiernan, 'Myth, Nationalism and Genocide', *Journal of Genocide Research*, 3:2 (2001)

B. Kiernan (ed.), *Genocide and Democracy in Cambodia: The Khmer Rouge, the United Nations and the International Community* (1993)

K. Kiljunen (ed.), *Kampuchea: Decade of the Genocide* (1984)

M. Mann, *The Dark Side of Democracy* (Cambridge, 2005), chapter 11

H. Ngor and R. Warner, *Survival in the Killing Fields* (2003)

D. Pran (ed.), *Children of Cambodia's Killing Fields: Memoirs by Survivors* (1997)

P. Short, *Pol Pot: The History of a Nightmare* (2004)

M. Vickery, *Cambodia 1975-1982* (1985)

E. Weitz, *A Century of Genocide: Utopias of Race and Nation* (Princeton, 2003), chapter 4

## **Week 10: Genocide in the 1990s: Rwanda and Yugoslavia**

### Rwanda Reading:

H. Adelman, 'Rwanda Revisited: In Search of Lessons', *Journal of Genocide Research*, 2:3 (2000)

A. Destexhe, *Rwanda and Genocide in the Twentieth Century* (London, 1995)

N. Eltringham, *Accounting for Horror: Post-Genocide Debates in Rwanda* (2003)

A. Des Forges, *Leave None to Tell the Story: Genocide in Rwanda* (New York, 1999)

J. Hatzfeld, *Machete Season: The Killers in Rwanda Speak* (2005)

D. Kakukama, *The Rwandan Conflict* (Kampala, 1999)

S. Khan, *The Shallow Graves of Rwanda* (2004)

A. Klinghoffer (ed.), *The International Dimension of Genocide in Rwanda* (Basingstoke, 1998).

M. Mamdani, *When Victims become Killers: Colonialism, Nativism and the Genocide in Rwanda* (Princeton, 2001)

M. Mann, *The Dark Side of Democracy* (Cambridge, 2005), chapters 14 and 15

L. Melvern, *A People Betrayed: The Role of the West in Rwanda's Genocide* (London, 2000)

L. Melvern, *Conspiracy to Murder: The Rwandan Genocide* (2004)

R. Omar and A. de Waal, *Rwanda: Death, Despair and Defiance* (1995)

G. Prunier, *The Rwandan Crisis: History of a Genocide* (New York, 1995)

A. Taylor, 'The Cultural Face of Terror in the Rwandan Genocide of 1994', in A. Hinton (ed.), *Annihilating Difference: The Anthropology of Genocide*

### Yugoslavia Reading:

- R. Ali and L. Lifschutz, *Why Bosnia?* (Boston, 1992)
- B. Anzulovic, *Heavenly Serbia: From Myth to Genocide* (1999)
- S. Broz (ed.), *Good People in an Evil Time: Portraits of Complicity and Resistance in Bosnia-Herzegovina* (2004)
- D. Campbell, *National Deconstruction: Violence, Identity and Justice in Bosnia* (Minneapolis, 1998)
- C. Carmichael, *Ethnic Cleansing in the Balkans: Nationalism and the Destruction of Tradition* (2002)
- N. Cigar, *Genocide in Bosnia: The Policy of "Ethnic Cleansing"* (1995)
- R. Crampton, *The Balkans since the Second World War* (London, 2002)
- T. Cushman and S. Mestrovic (eds), *This Time We Knew: Western Responses to Genocide in Bosnia* (1996)
- D. Dyker and I. Vejvoda (eds), *Yugoslavia and After – A Study in Fragmentation, Despair and Rebirth* (London, 1996)
- M. Glenny, *The Fall of Yugoslavia* (London, 1995)
- J. Honig and N. Both, *Srebrenica: Record of a War Crime* (1997)
- T. Judah, *Kosovo: War and Revenge* (Yale, 2000)
- B. Magas, *The Death of Yugoslavia: Tracking the Break-Up* (London, 1993)
- B. Magas (ed.), *The Wars over Croatia and Bosnia* (London, 2001)
- N. Malcolm, *Bosnia: A Short History* (London, 1996)
- N. Malcolm, *Kosovo: A Short History* (London, 1998)
- M. Mann, *The Dark Side of Democracy* (Cambridge, 2005), chapters 12 and 13
- V. Meier, *Yugoslavia – A History of its Demise* (London, 1999)
- S. Ramet, *Balkan Babel: The Disintegration of Yugoslavia from the Death of Tito to the War for Kosovo* (Boulder, 1999)
- D. Rieff, *Slaughterhouse – Bosnia and the Failure of the West* (Vintage, 1995)
- D. Rohde, *Endgame – The Betrayal of Srebrenica* (Westview, 1998)
- L. Silber and A. Little, *The Death of Yugoslavia* (1999)
- B. Simms, *Unfinest Hour* (London, 2002)

S. Weine, *When History is a Nightmare: Lives and Memories of Ethnic Cleansing in Bosnia-Herzegovina* (New Brunswick, 1999)

E. Weitz, *A Century of Genocide* (Princeton, 2003), chapter 5

### **Week 11: Genocide in Darfur**

A. Ahmed and L. Manger (eds), *Understanding the Crisis in Darfur: Listening to Sudanese Voices* (Bergen, 2006)

M. Daly, *Darfur's Sorrow: The Forgotten History of a Humanitarian Disaster* (Cambridge, 2010)

Flint, J. and de Waal, A., *Darfur: A New History of a Long War* (London, 2008)

A. Grzyb (ed.), *The World and Darfur: International Response to Crimes against Humanity in Western Sudan* (Montreal, 2010)

J. Hagen and W. Rymond-Richmond, *Darfur and the Crime of Genocide* (Cambridge, 2009)

S. Hassan and C. Ray (eds), *Darfur and the Crisis of Governance in Sudan: A Critical Reader* (Ithaca, NY, 2009)

W. Jeffries (ed.), *The Darfur Crisis* (New York, 2008)

G. Prunier, *Darfur: A 21<sup>st</sup> Century Genocide* (Ithaca, NY, 2008)

R. Rottenburg (ed.), *Nomadic-Sedentary Relations and Failing State Institutions in Darfur and Kordofan (Sudan)* (Halle, 2008)

B. Steidle and W. Steidle, *The Devil Came on Horseback: Bearing Witness to the Genocide in Darfur* (New York, 2007)

S. Straus, 'Darfur and the Genocide Debate', *Foreign Affairs* Vol. 84, No. 1 (2005), pp. 123-33.

S. Straus, *Making and Unmaking Nations: War, Leadership, and Genocide in Modern Africa* (Ithaca, NY, 2015)

S. Totten and E. Markussen(eds), *Genocide in Darfur: Investigating the Atrocities in the Sudan* (New York and London, 2006)

A de Waal (ed.), *War in Darfur and the Search for Peace* (Cambridge, MA, 2007)

### **Week 12: Essay Tutorials – No Lectures or Seminars**





## 10. LEARNING RESOURCES

### 10.1 Core Reading:

F. Chalk and K. Jonassohn, *The History and Sociology of Genocide: Analyses and Case Studies* (New Haven and London, 1990)

R. Gellately and B. Kiernan, *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge, 2003)

A. Jones, *Genocide: A Comprehensive Introduction* (London, 2017)

M. Mann, *The Dark Side of Democracy: Explaining Ethnic Cleansing* (Cambridge, 2005)

M. Midlarsky, *The Killing Trap: Genocide in the Twentieth Century* (Cambridge, 2005)

L. Pine, *Debating Genocide* (London, 2019)

E. Staub, *The Roots of Evil: The Origins of Genocide and Other Group Violence* (Cambridge, 1989)

### 10.2 Background Reading:

C. Anderton and J. Brauer, (eds), *Economic Aspects of Genocides, Other Mass Atrocities, and Their Preventions* (2016)

G. Andreopoulos, (ed.), *Genocide: Conceptual and Historical Dimensions* (Philadelphia, 1994)

O. Bartov, *Mirrors of Destruction: War, Genocide and Modern Identity* (Oxford, 2000)

A. Bellamy and T. Dunne, *The Oxford Handbook of the Responsibility to Protect* (2016)

L. Chorbajian and G. Shirinian, eds., *Studies in Comparative Genocide* (London, 1999)

H. Fein, *Genocide: A Sociological Inquiry* (London, 1993)

C. Gerlach, *Extremely Violent Societies: Mass Violence in the Twentieth Century World* (Cambridge, 2010)

S. Jensen, ed., *Genocide: Cases, Comparisons and Contemporary Debates* (2003) available online through <http://diis.dk/sw13081.asp>

A. Jones (ed.), *New Directions in Genocide Research* (London, 2012)

A. Kimenyi and O. Scott (eds), *Anatomy of Genocide: State-Sponsored Mass Killings in the Twentieth Century* (2001)

- L. Kuper, *Genocide: Its Political Use in the Twentieth Century* (Yale, 1981)
- M. Levene, *Genocide in the Age of the Nation State. Vol. 1: The Meaning of Genocide* (2005); *Vol. 2: The Rise of the West and the Coming of Genocide* (2005)
- W. Rubinstein, *Genocide: A History* (2004)
- R.J. Rummel, *Death By Government* (1996)
- W. Schabas, *Genocide in International Law* (Cambridge, 2000)
- N. Scheper-Hughes and P. Bourgois (eds), *Violence in War and Peace: An Anthology* (2004)
- D. Stone, *History, Memory and Mass Atrocity: Essays on the Holocaust and Genocide* (2006)
- C. Tilly, *The Politics of Collective Violence* (Cambridge, 2003)
- S. Totten, W. Parsons and I. Charny (eds), *Century of Genocide: Eyewitness Accounts and Critical Views* (1997)
- S. Totten and P. Bartrop (eds), *The Genocide Studies Reader* (London, 2009)
- B. Valentino, *Final Solutions: Mass Killing and Genocide in the Twentieth Century* (2004)
- J. Waller, *Becoming Evil: How Ordinary People Commit Genocide and Mass Murder* second edition (Oxford, 2007)
- J. Waller, *Confronting Evil. Engaging our Responsibility to Prevent Genocide* (Oxford, 2016)
- I. Wallimann and M. Dobkowski (eds), *Genocide and the Modern Age: Etiology and Case Studies of Mass Death* (2<sup>nd</sup> ed 2000)
- I. Wallimann and M. Dobkowski (eds), *The Coming Age of Scarcity: Preventing Mass Death and Genocide in the Twenty-first Century* (1997)
- E. Weitz, *A Century of Genocide: Utopias of Race and Nation* (Princeton, 2003)

#### **Useful Websites:**

- [www.yale.edu.ygp](http://www.yale.edu.ygp) Yale Genocide Program
- [www.ess.uwe.ac.uk/genocide.htm](http://www.ess.uwe.ac.uk/genocide.htm) Web Genocide Documentation Centre
- [www.umn.edu/humanrts/instree/auox.htm](http://www.umn.edu/humanrts/instree/auox.htm) UN documents
- [www.preventgenocide.org](http://www.preventgenocide.org) writings by Lemkin; information about prosecution and prevention of genocide
- [www.usip.org/library/topics/genocide.html](http://www.usip.org/library/topics/genocide.html) United States Institute of Peace; useful collection of documents and links mainly relating to prosecution of genocide
- [www.enogs.com](http://www.enogs.com) - website of the European Network of Genocide Scholars

[www.isg-iags.org](http://www.isg-iags.org) - website of the International Association of Genocide Scholars  
[www.un.org](http://www.un.org) United Nations website  
[www.hrw.org](http://www.hrw.org) Human Rights Watch  
[www.wcw.org](http://www.wcw.org) War Criminal Watch