



DEPARTMENT OF THE ARMY
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996

REPLY TO
ATTENTION OF

MADN-HIS

27 July 2019

MEMORANDUM FOR Students Enrolled in XH 415

SUBJECT: Syllabus for XH 415, *Genocide and Mass Killing*, AY 20-01.

1. Background. The modern era has come with unparalleled advances, yet it has also borne witness to unprecedented destruction. Although mass killing has occurred throughout history, in the 19th and 20th centuries, mass death and displacement became all too easy. The twentieth century, in particular, was not only a century of world war and ideological extremism, it was, in Daniel Goldhagen's words, "worse." It was a century of "ethnic cleansing" and mass atrocity. Tens of millions of people around the globe were uprooted from their homelands, expelled on the basis of their nationalities. Nationality, in turn, was often defined by mere assumptions about a person's ethnicity: about his or her language, culture, religion, sex or other accident of birth. In the most benign of cases, these expulsions meant viciously purging a region of a long-ensconced population. In the worst cases, ethnic cleansing transformed into its most extreme form: genocide. Over the course of the twentieth century, tens of millions became victims of this sort of mass murder. These historical catastrophes challenge us to question the fundamental assumptions we make about humanity and the basic values we assume to be part of "civilization." Genocide and ethnic cleansing are phenomena which demand we think deeply, and widely, about with human depravity. Further, preventing genocide is, in the words of the former President Barack Obama, "...a core national security interest and a core moral responsibility of the United States."
2. Purpose & Scope. *Genocide and Mass Killing* is a multi-disciplinary course designed to provide cadets with ways of understanding these two phenomena, focusing particularly the dynamics which produce mass atrocity, in order that cadets be equipped to think creatively about means of prevention. The first segment of the course will introduce cadets to the theories of genocide, mass killing and "ethnic cleansing." We will consider the origins of these concepts, attempt to define them, and think theoretically and comparatively about them. We will draw from range of academic disciplines, using legal, historical, sociological, gendered, philosophical, political, economic, and diplomatic methodologies to build a holistic understanding of genocide and mass killing, while remaining mindful of the problems these terms pose.

A short second block will be devoted to the psychology, morality, and representation of mass killing. We will examine why people perpetrate genocide, the morality of being a bystander/witness, the psychology of rescue and resistance, problems of categorical analysis, and construction of narratives of good and evil.

During the second half of the semester we will turn our attention more directly to case studies of specific incidences of ethnic cleansing and genocide. We will consider 19th and 20th century examples, including the annihilation of the Yana of California, the Indigenous populations of Australia, the Herero and Nama of German Southwest Africa, Indonesians and Guatemalans, focusing on the role of militaries in these atrocities. Our small case studies will include Rwanda, Bosnia and Darfur. Our two in-depth case studies will be the Armenian Genocide and the current conflict in Myanmar.

In sum, cadets will learn of the causes, course, and consequences of selected genocides and mass atrocities, examining the processes that led to genocide, with a focus on the roles played by militaries. Where possible, theoretical abstraction will be balanced by individual testimonies of victims, witnesses, and perpetrators. Cadets will utilize feature films, documentaries, testimonies, and propaganda in order to broadly consider genocide in the context of the development of Western mass politics and the emergence of racial nationalism and new imperialism in late 19th and early 20th century.

3. Course Goals. *Genocide and Mass Killing* offers cadets the opportunity to continue their development as leaders, engaged thinkers, and life-long learners through the in-depth, multi-disciplinary study. Ultimately, cadets will be better equipped to understand what efforts are necessary to create genocides or other mass atrocities. They will learn to recognize these phenomena, think creatively about how individuals, governments or international organizations can act to stop them, and how the processes of justice, reconciliation, and commemoration occur afterwards. More abstract course goals include teaching each cadets to:
 - a. To improve his/her ability to think analytically, comparatively and creatively, and to listen and read critically.
 - b. To analyze human behavior, psychology, cultures and ideas, and to dissect social scientific themes, linkages, and causation.
 - c. To understand the influence of diverse forces—technological, military, social, political, economic, ideological—on individual, group, and institutional behaviors.
 - d. To understand how groups and cultures are constructed, assimilate, or are isolated and even exterminated.
 - e. To understand that genocide is a complex process, not a singular event.
 - f. To consider the moral and ethical choices made by individuals who planned perpetrated, witnessed, ignored, were victimized, or were rescued during genocides and mass atrocities.
 - g. To communicate, effectively, orally, in writing, or through creative forms, and to demonstrate reasoned, critical thought in one’s communications.
 - h. To demonstrate the willingness to pursue progressive and continued intellectual development.
 - i. To demonstrate the ability to research, write, and revise complex written and/or project-based work.
 - j. To prepare oneself to serve the Army and the nation by understanding the intricacies of conflict and potentially, by helping to develop tools to predict and prevent mass atrocities.
4. Course Objectives. This course is designed to encourage cadets to think deeply about some of the most vexing developments of the modern era and to force each cadet to find his/her moral compass. The class will investigate the confusion and upheaval caused by the process of modernization and extermination. By examining the genocides using a variety of sources and methodologies, cadets will emerge as better scholars, citizens, and leaders. Cadets will:

- a. Study the processes and historical conditions that allowed for ethnic cleansing, mass killing, and genocide.
 - b. Analyze the interaction of social, political, cultural, economic, religious, technological, legal, and military factors in shaping modern history.
 - c. Analyze culture, demography and the processes of national, ethnic, racial and religious group identity construction.
 - d. Consider the ambivalent roles of new sciences, social sciences, and technologies in the 20th century.
 - e. Scrutinize the economic, military and legal systems which contributed to the destruction or forced removal of populations.
 - f. Examine individual agency and group dynamics, particularly as they affected the perpetration or prevention of atrocity. When possible, consider choices made by military officers.
5. Course Management.
- a. Out of respect for your classmates and our learning community, the use of recording devices, cell phones, iPods, and other electronic equipment is not permitted in class, unless prior permission is given by the instructor or guest speaker. Computers and tablet devices for reading or certain class exercises are permitted.
 - b. The study of genocide and mass atrocity can be traumatic. We will engage tough and sensitive subjects regarding identity, prejudice and the human body. I expect everyone to treat these subjects, each other, and our guest discussants/lecturers with respect, sensitivity and civility. Should you have difficulties with any of the readings or discussion, please speak with the instructor.
6. Student Requirements.
- a. There are four categories of graded exercises totaling 2000 points: a partial review, instructor grades, written requirements/projects, and the term-end practical exercise.
 - (1) There is one examination (written partial review) covering the first half of the course. It is worth 300 points.
 - (2) Instructor grades. The instructor will award a total of 350 points for class participation, writes, and other in-class requirements. Approximately 150 of these points will be determined based on peer class participation rankings. Cadets will be surveyed three times to determine quality of participation and to what extent cadets are contributing to each other's learning.
 - (3) Written requirements. There are two written requirements.
 - i. Situation Assessment/Outreach Assignment. See paragraph 7-a and 7-b.

- ii. Research paper/research project and associated peer review/interim presentation. See paragraphs 7-c and 7-d.

(4) Final (Term-end) examination. The 500-point event will include two phases – one conducted in lieu of lesson 30, the second during our TEE time period. It will involve a Table Top Exercise. There will be writing components that require you to draw on your comprehensive knowledge of genocide and ethnic cleansing theory, although the bulk of the factual knowledge will come from the readings in the last quarter of the semester.

b. The table below summarizes the graded exercises and their relative weights:

Requirement	Point Value	% of Course Total
Instructor grades/Peer participation rankings	350	17.5%
Interim exam (WPR)	300	15%
Interim writing requirements (WRs)	50	2.5%
Situation Assessment Assignment	200	5%
Research Paper/Project	500	30%
Peer review/Interim Presentation	100	5%
Term-end examination (TTX)	500	25%
Total	2000	100%

- c. Cadets will not pass the course if they fail to complete a major requirement or earn less than 50% on the TEE.
- d. Any cadet who wishes to count this course as his/her integrative experience (IE) will combine one of the interim writing projects with a class presentation. In essence, the cadet, in collaboration with the instructor, will plan, prepare, and teach one lesson.
- e. Grading Scale. The following grading scale will be used.

A+	96.0 – 100.0	C+	77.0 – 79.9
A	92.5 – 95.9	C	73.0 – 76.9
A-	90.0 – 92.4	C-	70.0 – 72.9
B+	87.0 – 89.9	D	67.0 – 69.9
B	83.0 – 86.9	F	Less than 67.0
B-	80.0 – 82.9		

7. Writing/Project Requirements.

- a. **Situation Assessment/Outreach.** Each cadet will write a five-page research essay on an element of Myanmar’s society. These analyses will contribute to a term-end atrocity prevention table-top exercise (TTX) and after editing, will be sent to INDO-PACOM for use by that combatant command.
- b. For this project, cadets will select an element of Myanmar’s society he/she wishes to analyze OR choose to do outreach to a professional with knowledge of Myanmar or atrocity prevention.

(1) *IF YOU CHOOSE RESEARCH* you will select an element of Myanmar using the instructor-provided form (Encl 1) **by lesson 5**. Late proposal submissions will result in lower grades. Potential elements of analysis include:

- i. Geography
- ii. History
- iii. Politics
- iv. Foreign Relations
- v. Military
- vi. Society/Culture
- vii. Economy
- viii. Infrastructure
- ix. Information
- x. Atrocity Risk Assessment

(2) *IF YOU CHOOSE THE OUTREACH OPTION* you will select your contact and the main issue you would like to discuss, using the instructor-provided form (Encl 1) **by lesson 5**. Late proposal submissions will result in lower paper grades.

- i. You will select an individual Army officer, representative of a non-governmental organizations, a scholar, or a policymaker engaged in thinking about/work on Myanmar or mass atrocity prevention. The individual contact will be selected in consultation with the instructor.
- ii. I will approve your choice of individual and develop a timeline for presentation of your exchange to the class. On the day assigned, you will turn in your approximately five-page paper (no more than 1250 words) at the beginning of the class. This paper should be a reflective product concerning the ideas you discussed with your contact, with evidence of communications attached as addenda (emails, notes on telephone or personal conversations, etc.).
- iii. You will lead a short discussion about your intellectual exchange on the date assigned (L 22).

c. **Research Paper.** Each cadet will write an 1800 to 2000-word research paper or equivalent creative research project (See paragraph 7-d) on some historical example of genocide or ethnic cleansing, subject to instructor approval. By **lesson 7**, you must submit your preference to me (Encl 2). A preliminary introductory paragraph and annotated bibliography of sources that you have consulted is due by the beginning of class on **lesson 15**. A full draft of the paper/project is due in class on **lesson 21**. The final revised paper/project is due in class on **lesson 25**. Consult “Research Paper and Peer Review Guidance” memorandum (Encl 3 and annexes) for specific guidance.

(1) You are encouraged to utilize primary sources, interviews, or testimonies. Appropriate primary sources will be determined in consultation with the instructor.

- (2) Legal, moral, psychological, political, technological, geographic, environmental, logistical, artistic or military topics are all possible – so long as you consider an historical example of genocide or ethnic cleansing.
 - (3) Paper exchange/Peer Review: You will provide a *complete* paper to your assigned cadet reader NLT Class Time on **lesson 21**. *If you do not provide your colleague with a complete draft or project, you will lose 10 percent from your paper/project's final grade, plus an additional five percent penalty for every additional 24 hour delay.* Readers will review and edit papers/critique projects, using the “Research Paper and Peer Review Guidance” memorandum (Encl 3 and annexes) and return them to the paper/project’s author at the beginning of class on **lesson 23**. The purpose of this exercise is to gain experience with editing and critically analyzing written or non-written work, as well to give each cadet a chance to reflect on his/her own work through reading another’s. You will be evaluated (100 points) on how well you assess your colleague’s work.
 - (4) Submission of a rough draft is encouraged but not required. If submitted, rough drafts must be given to me **NLT 1200 09 November** (no extensions), *but only after you have completed the revisions suggested by your cadet reader.* Rough drafts must meet the same format and documentation requirements as your final paper. You **must** submit rough drafts with your original draft read by your peer reviewer and your reviewer’s evaluation attached in your XH 415 brown bomber.
 - (5) Final papers must be turned in, in class, on **lesson 25**. Submit with your rough copy and your reader’s evaluation in your XH 415 brown bomber.
- d. **Research Project.** One of the main goals of all genocide studies is to enhance the toolkit for detection and prevention. If you are interested in furthering those goals, you may wish to do *a research project rather than a research paper. You may also wish to work in groups.*
- (1) There are multiple pre-approved projects. **You must meet with me before beginning any of the below projects. Instructor approval is required.**
 - i. The Mass Atrocity Early Warning Mobile Application (“App”) Project. In cooperation with EECS, the Center for Genocide Prevention in Washington, DC, Dartmouth College, USAFA, and Penn State, you will contribute to the development of the Early Warning App.
 - ii. The Mapping Genocide Project. This project, conducted in cooperation with the Department of Geography and Environmental Engineering at USMA and LTC Chris Oxendine, is meant to create a dynamic map of the 100-day genocide in Rwanda.
 - iii. Other Situation Assessments. You may begin writing historical studies and analyzing the major threats of mass atrocity in any of the top 15 countries at risk according to the Early Warning Project (https://www.earlywarningproject.org/risk_assessments)

- iv. The Violent Non-State Actor Project. You will begin a literature review and survey of definitions and databases related to violent non-state actors. This project may be conducted with multiple centers at West Point, government groups, and other universities.
 - v. The Sexual and Gender-based Violence (SGBV) Project. Focusing on Bosnia, Rwanda, or the Yazidi, you will examine the relationship between sexual and gender-based violence and genocide. You may work cooperatively with individuals at Stockton University, the University of Sarajevo, or the National Defense University.
 - vi. The Memory and Commemoration Project. You may choose to study how memory of genocide works in any country of that has experienced genocide. This will likely be an independent project, but if you choose Rwanda, it could lead to participation in a staff ride.
 - vii. The Keshishian Project. You may do a history of the Armenian Genocide based on the never-before used biography of Vahan Keshishian, the grandfather of CPT Andrew Muirhead (D/HIS).
- (2) In consultation with the instructor, **you may develop your own project**. *This may include a graphic novel, should you have the artistic abilities.*
- (3) The requirements of these projects are fluid. *It is highly recommended that should you take on one of the two suggested projects, you do so with at least one partner from the class.* At very least, the projects will require:
- i. A research bibliography;
 - ii. A report including explanations of the state of the field, your methods, and your findings;
 - iii. Some graphical display (either electronic or paper), illustrating concepts and project results. The product will be agreed upon by the instructor and the individual/group.
 - iv. If your project is a group project, you will explain how each individual contributed to the project.
 - v. A preliminary introductory paragraph and annotated bibliography of sources that you have consulted or plan to consult is due by the beginning of class on **lesson 15**.
 - vi. In lieu of a peer review, your group will need to do a **presentation on lesson 22**. This presentation will be worth 100 points.
 - vii. A final version of your project is due, in class, on **lesson 25**.

e. **General guidance for all written products.**

- (1) Although the class incorporates various scholarly disciplines, we will follow the conventions of historical writing. Document your work using footnotes according to the Chicago style outlined in your *Little, Brown Handbook*, in the Office of the Dean pamphlet, [Documentation of Academic Work](#), [DAW] and the [Department of History Style and Formatting Guide](#). The DAW is also available on the Dean's and USCC's home page.
- (2) If we use a blog about readings, postings should use parenthetical footnotes.
- (3) In accordance with the Dean's [Documentation of Academic Work](#), fully document your paper using Chicago-style footnotes. The Department of History's [Style and Formatting Guide](#) provides examples of proper formatting. Remember to document all words, facts, and ideas that are not your own, including assigned readings. Not requiring documentation is "common knowledge" as defined in the *Little, Brown Handbook*: "commonsense observations" as well as "major facts of history, such as... dates." As the *Little, Brown Handbook* cautions, however, "interpretations of facts" are not common knowledge and therefore require documentation.
- (4) All requirements must be on time and properly formatted. Late papers will be penalized. Improper format/inadequate documentation may result in required resubmission.

8. Portfolio.

To assist you in your effort to attain all course goals and objectives, you must keep all papers submitted to me in a history portfolio. This includes all quizzes, announced graded events, WPRs, rough drafts, final papers, etc. Each submission of any type, including topic proposals or rough drafts, must be in your XH 415 portfolio.

9. Readings/Bibliography.

- a. I have placed the **large majority of your readings on Dropbox**. I will send you information about required films. I have done so to tailor this course to your specific needs as future officers. Use of Dropbox should maximize access and minimize cost to you. *You must download all Dropbox materials at the beginning of the semester. Make sure you copy, rather than drag and drop, the materials.*
- b. You are **required to purchase** the following texts (*both texts are available in Kindle editions, but if you choose to purchase Kindle texts, you must own a reader. Using Kindle texts on laptops will not be permitted*):
 - (1) Ibrahim, Azeem. *The Rohingyas: Inside Myanmar's Genocide*. London: Hurst, 2018. ISBN: 978-1849049733 (approx \$20)
 - (2) Jones, Adam, ed. *New Directions in Genocide Research*. London: Routledge, 2012. ISBN 978-0415495974 (approx \$51)

- (3) Waller, James. *Confronting Evil. Engaging Our Responsibility to Prevent Genocide*. Oxford; New York: Oxford University Press, 2016. ISBN: 978-0199300709 (approx \$35)

c. All cadets are required to download the following:

- (1) Straus, Scott. *Fundamentals of Genocide and Mass Atrocity Prevention*. Washington, DC: USHMM, 2016. <https://www.ushmm.org/confront-genocide/take-action-against-genocide/resources/fundamentals-of-genocide-and-mass-atrocity-prevention>
- (2) *Framework of Analysis for Atrocity Crimes*. NY: United Nations, 2014. http://www.un.org/en/preventgenocide/adviser/pdf/framework%20of%20analysis%20for%20atrocity%20crimes_en.pdf
- (3) *Mass Atrocity Response Operations Handbook*. Cambridge: Harvard, 2010. http://carrcenter.hks.harvard.edu/files/carrcenter/files/maro_handbook.pdf

d. You may wish to purchase the below texts, as they are theoretically important or we will be using significant segments of them. None, however, are required.

- (1) HIGHLY RECOMMENDED. Conley-Zilkic, Bridget, ed. *How Mass Atrocities End*. Cambridge: Cambridge UP, 2016.
- (2) Apsel, Joyce and Ernesto Verdeja, *Genocide Matters. Ongoing Issues and Emerging Perspectives*. London: Routledge, 2013.
- (3) Gellately, Robert & Ben Kiernan, eds. *The Specter of Genocide. Mass Murder in Historical Perspective*. Cambridge & New York: Cambridge UP, 2003.
- (4) Jones, Adam. *Genocide. A Comprehensive Introduction*, 3rd ed. London: Routledge, 2017.
- (5) Meierhenrich, Jens. *Genocide. A Reader*. Oxford: Oxford University Press, 2014.
- (6) Power, Samantha. *A Problem from Hell. America and the Age of Genocide*. New York: Harper Perennial, 2003.
- (7) Totten, Samuel & William S. Parsons, eds. *Centuries of Genocide. Essays & Eyewitness Accounts*, 4th ed. London: Routledge, 2013.
- (8) Valentino, Benjamin. *Final Solutions: Mass Killing and Genocide in the Twentieth Century*. Ithaca: Cornell UP, 2004.
- (9) The Visual History Archive (interviews related to multiple genocides) <http://proquest.libguides.com/visualhistoryarchive>
- (10) Waller, James. *Becoming Evil. How Ordinary People Commit Genocide and Mass Killing*. New York: Oxford University Press, 2007.
- (11) Weitz, Eric D. *A Century of Genocide*. Princeton: Princeton University Press, 2003.

10. Counseling and Assistance

- a. My goal is to make each lesson as challenging as possible, but the success or failure of the course will depend upon the time and effort we are willing to devote to it.
- b. My office is located in Room 145, Thayer Hall. My office telephone number is 938-7643, and my home number is 497-3650. Emailing or calling to arrange an appointment is the best way to ensure I am available, but walk-in visits are welcome. Please do not call my home after 2100 hours.

//Original Signed//

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Genocide Studies