

Course Description**WOH2003 | History of Genocide | 3.00 credits**

This course includes works from the Western canon and is designed to explore the history, causes, and consequences of genocide by identifying patterns of intentional mass killings. Students will examine case studies to understand the characteristics of both historical and contemporary incidents classified as genocide. Through this analysis, learners will gain insight into the social and behavioral science concepts that inform understanding of tragic events and their implications for society today.

Course Competencies:

Competency 1: Students will demonstrate knowledge of the various criteria used to define genocide by:

1. Identifying the diverse definitions developed by genocide scholars, including Raphael Lemkin's classic definition
2. Examining the various typologies that scholars have created to explain specific types of genocides
3. Analyzing the limitations and criticisms of existing definitions
4. Differentiating between mass killings, cultural extinction, and genocide
5. Examining different faces of genocide, such as ethnocide, auto-genocide, Democide, Gendercide, ethnic cleansing, Linguicide, and intentional famines against specific groups
6. Developing their definition of genocide

Competency 2: Students will demonstrate knowledge of the historical background of genocide by:

1. Examining past historical events that may or may not constitute examples of genocide
2. Evaluating historical cases of genocide
3. Comparing and contrasting the major cases of genocide during the 20th century "The century of genocide"

Competency 3: Students will analyze the factors that contributed to genocide by:

1. Outlining the processes of genocide
2. Describing the role played by the state, perpetrators, collaborators, bystanders, victims, and rescuers in facilitating genocide
3. Explaining how propaganda, war, imperialism, some forms of nationalism, and other factors relate to genocide

Competency 4: Students will demonstrate knowledge of current global situations that may lead to genocide by:

1. Applying historical models to identify trends that may lead to genocide
2. Comparing and contrasting current cases of mass killings to past incidents that have been designated as genocide

Competency 5: Students will demonstrate an understanding of how the complex interaction of actors, politics, memory, and denial plays a role in the prevention, intervention, and prosecution of genocide by:

1. Identifying the major obstacles to effective U.N. action in preventing and stopping genocide, including but not limited to aspects of the U.N. Convention definition as outlined in Article II
2. Explaining the difficulty in prosecuting those "accused" of genocide
3. Reviewing successful cases of genocide prevention and intervention
4. Analyzing how national states can interfere with international prevention and intervention policies
5. Discussing the impact of the denial of past genocides
6. Examining individuals, groups, organizations, and institutions that "monitor" and report global outbreaks of violence, mass killings, and situations that threaten human rights

Learning Outcomes:

- Solve problems using critical and creative thinking and scientific reasoning
- Formulate strategies to locate, evaluate, and apply information
- Demonstrate knowledge of ethical thinking and its application to issues in society
- Create strategies that can be used to fulfill personal, civic, and social responsibilities