

Course ID:	Course Title:	Fall 2019
CH 645	Special Topics in Christian History: History of Genocide and Mass Violence	Prerequisite: 3 credits in History
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Wed/Fri	Instructor:	Kyle Jantzen, PhD	First day of classes:	Wed., Sept 4
Time:	11:15-12:30	Email:	kjantzen@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept 15
Room:	RE 110	Phone:	403-410-2000 (6902)	Last day to request revised final exam:	Fri, Nov 1
Lab/Tutorial:	n/a	Office:	L2087	Last day to withdraw from course:	Mon, Nov 18
		Office Hours:	Tues. 8:30-11:00, Wed. 1:00-3:00, or by appointment	Last day to apply for coursework extension:	Mon, Nov 25
Final Exam:	Wed., Dec. 18. 1:00-4:00 – A2131			Last day of classes:	Tue, Dec 11

Course Description

A course in Christian history on a topic of current interest or specialized study. May be repeated for credit as topics change.

Expanded Course Description

A study of genocide in the modern world, examining debates around the question of colonial genocides against indigenous peoples, the development of the modern concept of genocide, and various cases of mass violence in the twentieth century. Attention will also be given to the history of genocide prevention and post-genocide justice and reconciliation.

Expected Learning Outcomes

It is the aim of the course that students acquire the following skills:

1. Understand the nature of history, by studying the violence and disruption of genocide(s) in historical perspective, including the relationship between continuity and change, the immediate and long-term causes, the creation and contestation of racial, religious, and national identities.
2. Develop the capacity for historical thinking. Genocides are complex events—not only in their causes, course, and outcomes, but also in connection to psychology, sociology, diplomacy and international relations, gender, religion,

prevention, intervention, justice, and memory. We will grapple with all of these elements of genocide and mass violence through lectures, critical reading, and class discussion.

3. Develop the skill of historical research, through the investigation of various genocidal events and the ways in which they were covered in the press.
4. Develop the skill of communication, through academic writing, speaking, listening, and debating. We will learn this through in-class discussions, presentations, and written assignments.
5. Employ primary source evidence, analyzing its context, content, and significance. Most modern genocides have been well-documented, and we will read and interpret much of this primary source material.
6. Evaluate historical interpretations, by considering historical debates about the concept of genocide, about diverse explanatory models, and about various genocidal events.
7. Understand the role of history in popular culture, by considering the memory and commemoration of genocide in film, museums, and historical sites.
8. Interact with the moral and ethical dimension of history. Genocide and violence present many challenges to our intellectual, moral, and spiritual frameworks. Where does prejudice come from? How can people justify killing other humans solely on account of their ethnic or religious identity? Who is responsible? How and when should someone (us?) intervene? Where does this evil come from? Is there hope for justice or reconciliation? One of our key tasks will be to grapple with these questions, as we seek to make meaning of the past for our own time.

Textbooks

Hatzfeld, Jean. *Machete Season: The Killers in Rwanda Speak*. New York: Picador, 2003.

Waller, James. *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing*. 2nd ed. Oxford: Oxford University Press, 2007.

Course Schedule

September 4 – Introduction: Defining Genocide

September 6 – Holocaust: History of Antisemitism

September 11 – Holocaust: From Persecution to Annihilation

September 13 – Waller (Origins of Extraordinary Human Evil)

September 18 – Holocaust: Perpetrators

September 20 – Holocaust: Victims

September 25 – Spiritual Emphasis Days (Class Cancelled)

September 27 – Waller (Beyond Demonization: A Model...)

October 2 – Waller (Cultural Construction of Worldview)

October 4 – Waller (Psychological Construction of the “Other”)

October 9 – Waller (Social Construction of Cruelty)

October 11 – Genocide of Indigenous Peoples: Global Overview

October 16 – Indigenous Genocide in Canada: Settlers and Treaties

October 18 – Indigenous Genocide in Canada: Residential Schools

October 23 – Indigenous Genocide in Canada: First Nations Voices

October 25 – Indigenous Genocide in Canada: Truth and Reconciliation Commission

October 30 – Genocide Presentations

November 1 – Rwandan Genocide: Background

November 6 – Rwandan Genocide: Events

November 8 – Rwandan Genocide: Perpetrators (Hatzfeld, *Machete Season*)

November 20 – Rwandan Genocide: Victims
 November 22 – Gender and Genocide
 November 27 – Memory, Forgetting, Denial
 November 29 – Sites of Evil
 December 4 – Justice
 December 6 – Intervention and Prevention
 December 11 – What Can I Do? Personal Responses

Requirements:

Participation (10%)

I expect each student to be prepared for and willing to engage in class. Class sessions will be a mixture of lecture, presentation, and discussion, so completing readings (both textbook and online) and taking notes on both your readings and my lectures is vital. Your note-taking and participation in class will serve as the basis for your participation mark. (Note: Just coming to class without taking notes and participating is not considered participation.) Half of the participation mark will be based on a copy of your notes from Jean Hatzfeld’s *Machete Season*, which you will hand in. (I will circulate a list of topics for our class discussion related to the book, to help guide you.)

HI 246 Class Participation Evaluation
Student Name:
A range – Consistent preparation, with notes on readings, regular unsolicited contributions to discussion, well-informed and thoughtful responses, and regular note-taking in class.
B range – Inconsistent to moderate levels of participation, but less evidence of thorough preparation, more questions than answers, or contributions based more on opinion than on preparation, and some note-taking in class.
C range – Present but not contributing unless asked directly, limited preparation, sporadic note-taking in class.
D to F range – Significant absences, poor attitude, unprepared, little-to-no note-taking in class.
Mark:
Comments:

Presentation (20%)

As with most other cases of modern mass violence, the genocides in the Belgian Congo, Ottoman Empire, Cambodia, Bosnia, and Darfur were all covered extensively in the media. On October 30, you will give a twenty-minute group presentation analyzing the coverage of one of these genocidal events in the *New York Times*. You will be given background reading and a set of search results to assess, and your group presentation will address the following questions:

- How did the genocide unfold? Who? What? When? Where?
- Overall, how extensive was the coverage of the genocide in the NYT? In other words, how many articles, of what kind, over what period, in what parts of the paper?
- What, if any, were the key events the NYT focused on?
- What story did the NYT tell about the genocide? In other words, what was the nature of the newspaper’s interpretation? How did it compare to your background reading?

Preparation and speaking should be divided evenly between group members. Your presentation should also include a PowerPoint presentation (not text heavy—just the main points to guide you and a few screenshots of the NYT coverage). Moreover, each student must speak about one NYT article pertaining to the genocide they are discussing, explaining how it fits into the overall coverage of the NYT, what it says, and why it is important. As far as possible, each student will be marked on the merits of their own work. You are free to hand in your notes and description of your role/activity, if you think it would help me assess your work. Here is the rubric I will use to mark your presentation:

HI 246 Group Presentation Evaluation		
Name:	Topic:	
Category	Assessment	Comments
Process: Has the student/group consulted with the professor concerning the presentation topic? Does the student have a clear grasp of their role in the presentation?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Argument: Is there a clear argument or case to the presentation? (In some cases, the student's role will not call for this.) Is there a logical structure/order/plan to the presentation? Is it followed?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Content: Is the presentation rich in content? Are there examples, evidence, data, or quotations to support the main points of the presentation? Is there evidence that the student has researched the topic sufficiently?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Technology: Does the student employ PowerPoint, video or audio clips, or other uses of technology effectively? Does the technology complement or intrude into the presentation?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Presentation: Does the student speak clearly, smoothly, and positively? Are they too dependent on their notes? Do they make eye contact with and engage the audience? Is their posture, dress, and demeanor appropriate? Do they explain any context, terminology, or other information necessary for the audience to understand their topic? Do they stay within their allotted time?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Grade:	Comments:	

Research Paper (30%)

In consultation with me, please choose a research topic on a particular genocide or some theme relating to genocide in general and produce a 4000-5000-word (12-15 page) research paper, formatted as per the History Program Writing Guide. Your research paper must be based on at least 10 solid sources (books and articles), refer to the historiography (i.e.

historians' views about your topic), and draw on some relevant primary sources available in English (or other languages known to the student). Your research paper is due in the form of a Word document, uploaded into the Moodle assignment by Monday, December 2 (by midnight). Late papers will be docked a full letter grade (i.e. B+ to C+, etc.). No paper will be accepted after Monday, December 9 (by midnight). Here is the rubric I will use to mark your research paper:

HI 246 Research Paper Evaluation		
Name:	Topic:	
Category	Assessment	Comments
Process: Has the student consulted with the professor concerning topic, bibliography, and structure (outline)? Has the student addressed known writing issues from previous papers? Have they consulted the Ambrose History Writing Guide?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Introduction: Is there an introduction setting the stage for the paper, by 1) asking an historical question ("how" or "why"), 2) laying out a thesis statement (the argument of the paper), and 3) outlining the major points/ main sections of the paper?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Historiography: Does the paper demonstrate some understanding of the prevailing interpretations (i.e. the historical debate) of its subject? (Acceptable = full marks for 200-level papers. Anything higher is a bonus.)	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Sources: Does the paper use at least 10 solid secondary sources (books and articles)? How current are they? How scholarly are they? Does the paper draw on relevant primary sources?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Argument: How well argued is the paper? Is the plan outlined in the introduction followed throughout the paper? Does the paragraph structure reflect that plan? Is there a strong conclusion reiterating the main argument of the paper?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Evidence: How much good historical content is there in the paper? Are the various points of the argument supported by a mixture of examples from history, quotations from historians, statistical data, and excerpts from primary sources?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Formatting and Citation: Is there a title page? Are the other pages numbered? Are there sufficient footnotes and a proper bibliography? Are they formatted correctly, as per the Ambrose History Writing Guide?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	

Writing/Editing: Is the grammar, word choice, spelling, and punctuation correct? Are direct quotations introduced properly? Does the paper flow well? Is it an appropriate length?	Excellent	
	Good	
	Acceptable	
	Weak	
	Deficient	
Grade:	Comments:	

Comparative Book Review (20%)

Franklin Littell, *The Crucifixion of the Jews: The Failure of Christians to Understand the Jewish Experience* (1975, 1986) and Robert P. Ericksen and Susannah Heschel, eds., *Betrayal: German Churches and the Holocaust* (1999) have written about the troubling relationship between Christianity, antisemitism, and the Holocaust. Write a 1500-word (roughly 5 pages) review of the two books, assessing their arguments, main points, and historical evidence. Due as a Word document emailed to the professor by midnight on Monday, December 9. No late paper will be accepted.

Trauma and History (20%)

Scholars of the Holocaust have explored its extended impact of genocide-produced trauma into the second and third generations of survivors. Using Art Spiegelman’s two-volume *MAUS: A Survivor’s Tale* (1986, 1991) and scholarly literature from various fields of study, write a 3000-word (roughly 10 pages) paper, formatted according to the History Writing Guide, assessing the impact of the Holocaust on subsequent generations. Due as a Word document emailed to the professor by midnight on Monday, December 16. No late paper will be accepted.

Attendance:

My expectation is that you will come to each class session. If you are unable to (e.g. on account of sickness), please send me an e-mail so I know not to expect you. As outlined in the participation section, preparation, attendance, and engagement are all key to success. I will try hard to make our class sessions informative, positive, fun, and challenging. I expect that you will participate by thinking about what we’re learning, participating when we engage in discussion/feedback times, and asking questions when you are uncertain or skeptical about what I am saying.

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Mental Health Support:

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency – 911

Sexual Violence Support:

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and/or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.