History 490 K
SEMINAR FOR MAJORS IN HISTORY

Atrocity, Accountability, and Human Rights in the Twentieth Century

Instructor: Jamie Sedgwick
Term 2
2009-2010

Office Hours:
Buchanan Tower 1107
Monday, Friday 10:00 am-12:00 pm or by appointment

Course Description
The twentieth century witnessed unparalleled levels of mass violence. It also saw unmatched efforts to preserve international peace and ensure human security. This course explores the relationship between atrocity, accountability, and human rights. Causes of violence will be touched on, but the focus will be how affected groups and the international community responded to atrocities. The course will include sections on the Armenian Genocide, the Holocaust, the ‘Rape’ of Nanking, the ‘killing fields’ of Cambodia, ‘silent’ genocide in Guatemala, the ‘ethnic cleansing’ of the Balkans, and mass atrocities in Rwanda. Discussion of each case study will include international reaction to the atrocity. Particular attention will be paid to post-World War I war crimes operations; the League of Nations Covenant; post-World War II tribunals in Nuremberg and Tokyo; the Universal Declaration of Human Rights (1948); the Genocide Convention (1948); international criminal tribunals for the former Yugoslavia and Rwanda; and the Khmer Rouge Genocide tribunal. Readings for each section will include a range of first-hand accounts, government reactions, media coverage, and academic analyses. Students will be encouraged to think critically about not only the readings, but also the events themselves. Together we will explore which models of international enforcement, accountability, and reconciliation have been the most effective in the past and which will be most tenable for the future. The cumulative evolution of international human rights norms will be traced throughout.

Required Readings


*Other weekly readings will either be available online, provided as handouts, or through the course website

Course Objectives
By the end of this course students will be familiar with the causes and consequences of mass violence. Students will also learn much about the historical craft. They will develop investigative skills and critical thinking. Through in-class participation and assignments outside of the classroom, students will improve their writing and verbal skill-sets. Together and alone, students will explore multiple types of source material representing a broad spectrum of viewpoints. Engagement, inquisitiveness, originality, and balanced assessment will be fostered and rewarded. The work load is demanding, but students who commit to the course and engage in the material will leave with a sense of accomplishment.
Course Evaluation
Each section of the class will be divided up into two groups. Every week, students from one group will write a 250 word (maximum) commentary on the assigned readings. The assignment of groups to weekly commentaries is clearly marked (in bold) on the accompanying course schedule. Each member of the group responsible for the week’s commentary will be asked to present their commentaries informally to the class. Commentaries must be submitted online through the course page on WebCT/Vista (www.vista.ubc.ca “assignments” tab) by 9:00 am the day before each class. ALL students should arrive prepared to discuss the readings and commentaries in class. The major assignment is a 15-20 page term paper based on primary and secondary research in the themes of the course. A portion of the paper’s grade is based on the completion of a 1-2 page prospectus outlining the topic, thesis, research agenda, and preliminary bibliography of the paper. A draft prospectus is due the week before the mid-term break. During class that week, each student will present a 1 minute description of their research topic. Draft prospectuses will then be peer-reviewed during a group-work session. Time permitting; the prospectus workshop will close with a roundtable discussion of source material and research methods mediated by the instructor. The final prospectus is due the week after the mid-term break. The term paper itself is due at the end of term. This is a major independent research project. Students are therefore encouraged to consult with the instructor throughout the research and writing process. Late assignments will not be graded save for in truly exceptional circumstances. In such cases, students should contact the instructor to discuss alternatives.

Research Paper 50% (10% for prospectus, 40% for final paper)
Weekly commentaries 25% (5%×5 pieces)
Class participation 25%

Feedback
Comments and feedback regarding any aspect of the course are welcome. This can be emailed directly to the instructor or brought up during office hours. A gmail account has been created for students who prefer to submit feedback anonymously. Go to www.gmail.com. Log on to the account/username FEEDBACK.490K with the password HIST490K (case sensitive). Then email feedback to jsedgwic@interchange.ubc.ca. Unless your name is included in the email’s text, it will arrive in the instructor’s inbox anonymously.

Support
The subject matter of this course is troubling. The material we will read together delves into the darkest levels of our history. One of the aims of this course is to explore mass atrocity on a very human level. The readings purposely balance between academic works about international responses to crimes and primary accounts of the atrocities themselves. Some level of distress is expected when confronting such graphic, emotive content. If you find the material difficult, please do not hesitate to seek assistance. The instructor can help suggest avenues support. Specifically, students may find the following information helpful:

UBC’s Counselling Services:
1040 Brock Hall | 604.822.3811
Open weekdays 8:00 am to 4:30 pm except Wed. until 7:00 pm (until 6:00 pm May – Aug.)
www.students.ubc.ca/counselling

Counselling Services offers primarily short term counselling for students dealing with a variety of personal concerns. In the initial consultation, a counsellor will help to clarify concerns, develop goals for change and determine the most appropriate next steps which might be a referral to services within its centre, to other services on campus, and/or to appropriate services in the community. Initial consultations are available by appointment or drop-in and students with urgent needs are seen on a same day basis. Emergency appointments are available for urgent concerns. In addition to individual counselling, Counselling Services provides counseling groups that focus on topics such as anxiety management and mood management.
Course Schedule and Outline

Part I: Introduction

Week 1 (Jan. 4-9): Course introduction

Part II: Armenia and After

Week 2 (Jan. 10-16):
- World War I and the Armenian Genocide (WEEKLY COMMENTARY-Group 1)
  - Lauren, *Evolution of International Human Rights* (p. 71-90)
  - Power, *A Problem from Hell* Chapter 1 (p. 1-17)
  - One account from primary documents (see List of Sources)

Week 3 (Jan. 17-23):
- Paris, Peace, and Punishment? (WEEKLY COMMENTARY-Group 2)
  - Lauren, *The Evolution of International Human Rights* (p. 90-103)
  - Gary J. Bass, *Stay the Hand of Vengeance: The Politics of War Crimes Tribunals* Chapter 4 “Constantinople” (p.106-146)*
  - Handout: Research Paper and Prospectus Assignment Outline

Week 4 (Jan. 24-30):
- ‘Final Solution’ in Europe, ‘Three-All’ in Asia (IN CLASS COMMENTARY– All Students)
  - One account each on Nanking and the Holocaust from primary documents (see List of Sources)
  - NOTE: CLASS WILL BE HELD IN RARE BOOKS AND SPECIAL COLLECTIONS SEMINAR ROOM – BASEMENT OF IRVING K. BARBER LEARNING CENTRE

Week 5 (Jan. 31-Feb. 6): Post World War II – The Trials (WEEKLY COMMENTARY-Group 1)
- Lauren, *Evolution of International Human Rights* Chapter 5 (p. 135-166)

Week 6 (Feb. 7-13):
- Prospectus Workshop, Research Paper Planning (DRAFT PROSPECTUS DUE)
  - Presentation: 1 minute description of research topic to class
  - Group Work: Peer-review of prospectuses
  - Roundtable discussion of source material and research methods

Week 7 (Feb. 14-20): MID-TERM BREAK

Week 8 (Feb. 21-27): MID-TERM BREAK
Week 9 (Feb. 28-Mar. 6): Post World War II – Charters, Declarations, Conventions (FINAL PROSPECTUS DUE)
- Lauren, Evolution of International Human Rights Chapter 7 (p. 199-233)
- Power, A Problem from Hell Chapter 4 (p. 47-61)
- Raphael Lemkin, “Genocide.” American Scholar 15, no. 2 (April 1946) http://www.preventgenocide.org/lemkin/americanscholar1946.htm#II:%20The %20word Available online

Part IV: Slaughter and Stasis in the Cold War
Week 10 (Mar. 7-13): Cambodia: Killing Fields and Apathy (WEEKLY COMMENTARY-Group 2)
- Power, A Problem from Hell Chapter 6 (p. 87-155)
- One account from primary documents (see List of Sources)

Week 11 (Mar. 14-20): Guatemala: The Silent Genocide (WEEKLY COMMENTARY-Group 1)
- Lauren, Evolution of International Human Rights Chapter 8 (p. 233-270)
- Two accounts from primary documents (see List of Sources)

Part V: Rwanda and the Former Yugoslavia
Week 12 (Mar. 21-27): Shake Hands with the Devil (WEEKLY COMMENTARY-Group 2)
- Power, A Problem from Hell Chapter 10 (p. 329-391)
- One account from primary documents on Rwanda (see List of Sources)

Lights, Camera, Inaction
- Power, A Problem from Hell Chapter 11 (p.391-442)
- One account from primary documents on the former Yugoslavia (see List of Sources)

Part VII: Accountability: Then, Now, and Beyond
Week 13 (Mar. 28-Apr. 3): Trials, Truth Commissions, and Reconciliation (WEEKLY COMMENTARY-Group 1)
- Martha Minow, Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence (Boston: Beacon Press, 1998). Chapter 4 (p. 52-91)*
Week 14 (Apr. 4-10): Intervention and International Human Rights (WEEKLY COMMENTARY-Group 2)
- Samantha Power and Graham T. Allison (eds.). Realizing Human Rights: Moving from Inspiration to Impact (New York: St. Martin's Press, 2000). Chapters by Louis Henkin (p. 3-39); Richard J. Goldstone (p. 195-225); and Kofi Annan (p.309-321)* all three articles

Week 15 (Apr. 11-17): 21st Century: A New (same as the old?) Age (RESEARCH PAPERS DUE)
- Lauren, Evolution of International Human Rights Chapters 9-10 (p. 271-305)
- Fred Grünfeld, “Failures to Prevent Genocide in Rwanda (1994), Srebrenica (1995), and Darfur (since 2003),” Genocide Studies and Prevention 4, no. 2 (Summer 2009): (p. 221-237)†
- The New Killing Fields. BBC Documentary on Sudan (in class screening)
- Course wrap up, ongoing human rights challenges (Darfur, Congo, etc.)

† Available through UBC Library “Print and Electronic Journals” (use UBC VPN for online access)
* Available through course WebCT/Vista page “Course Content” www.vista.ubc.ca (use CWL login)

List of Sources
The Armenian Genocide
- Armenian National Institute. Website (http://www.armenian-genocide.org/index.htm) A NGO dedicated to the study, research, and affirmation of the Armenian Genocide. Includes a collection of photos and documents related to the genocide*
- The Forgotten. Website (http://www.theforgotten.org/site/intro_eng.html). Includes interviews with survivors of the genocide*
The Holocaust

- United States Holocaust Memorial Museum. Website (http://www.ushmm.org/). Includes vast online archives of oral histories, testimonials, art, and videos relating to the Holocaust*

Nanking

- Timothy Brook, *Documents on the Rape of Nanking* Ann Arbor: University of Michigan Press, 1999
- Hsu Shu-hsi, *Documents of the Nanking Safety Zone* Shanghai: Kelly & Walsh, 1939
- *Nanking*. Videorecording. THINKFilm, 2007

Khmer Rouge

- Cambodian Genocide Program. Website (http://www.yale.edu/cgp/news.html). Includes transcripts and information on the genocide and the Extraordinary Chambers in the Courts of Cambodia*
• Chanrithy Him, *When Broken Glass Floats: Growing up under the Khmer Rouge, a Memoir* New York: W.W. Norton, 2000
• Laurence Picq, *Beyond the Horizon: Five Years with the Khmer Rouge* New York: St. Martin's Press, 1989
• *The Killing Fields*. Videorecording Warner Home Video 1986
• Ly Y and John S. Driscoll, *Heaven Becomes Hell: A Survivor's Story of Life under the Khmer Rouge* New Haven: Yale University Southeast Asia Studies, 2000
• [The Digital Archive of Cambodian Holocaust Survivors. Website](http://www.cybercambodia.com/dachs/about-us.html). A collection of “survivor stories”*

Guatemala
• *Guatemala: Personal Testimonies*. Videorecording/Documentary. Skylight Pictures, 1982
• *Discovering Dominga: A Survivor’s Story*. Videorecording. Public Broadcasting Corporation, 2003
• North American Congress on Latin America, “The Guatemalan Genocide Case Chronicles” Available online at: [https://nacla.org/node/4474](https://nacla.org/node/4474). Includes daily summaries of the trial (in Spain) of eight former Guatemalan military and police officials for crimes against humanity and genocide*
  Includes links to the Guatemala Documentation Project, a ‘death squad diary’ and other sources*
The Former Yugoslavia

- International Criminal Tribunal for Former Yugoslavia (ICTY) Cases and Judgements. Available online: http://www.un.org/icty/cases-e/index-e.htm*
- United States. Dept. of State, Erasing History: Ethnic Cleansing in Kosovo Washington: USDS, 1999

Rwanda

- Roméo Dallaire and Brent Beardsley, Shake Hands with the Devil: The Failure of Humanity in Rwanda Toronto: Random House Canada, 2003
- Hotel Rwanda. Videorecording. MGM Home Entertainment, 2005
- Louise Mushikiwabo and Jack Kramer, Rwanda Means the Universe: A Native’s Memoir of Blood and Bloodlines New York: St. Martin's Press, 2006
- Shake Hands with the Devil the Journey of Roméo Dallaire. Videorecording/Documentary. Canadian Broadcasting Corporation, 2004
- International Criminal Tribunal for Rwanda. Website (http://www.ictr.org/). Includes transcripts, testimony, judgments, evidence, findings, and background information regarding the Rwandan genocide and the trials of its perpetrators*
- Rwandan Survivors. Website (http://www.rwandansurvivors.blogspot.com/). Blog designed to be a voice and a platform for the survivors of the Rwandan Genocide*
- The Men Who Killed Me. Website (http://www.menwhokilledme.com/video-gallery/). Website linked to book of the same title by Anne-Marie de Brouwer, Sandra Ka Hon Chu, and Samer Muscati. Includes online testimonials and videos from survivors*