



Virtual Genocide and Human Rights University Program Summer 2021

<u>Introductions</u> Introductory remarks from K.M. Greg Sarkissian (President) of the International Institute for Genocide and Human Rights Studies (A Division of the Zoryan Institute) Program overview and directives from Megan Reid (Deputy Executive Director) of the International Institute for Genocide and Human Rights Studies (A Division of the Zoryan Institute) Introductory remarks from Joyce Apsel (Course Director) Student introductions	9:00-9:30 am
<u>Unit I – Development of Human Rights (Apsel)</u> <ul style="list-style-type: none">• What are human rights? Where do they come from? Who gives them? What are some of their religious and philosophical foundations?• Tracing the contested history of human rights from ancient times through the Western Enlightenment to the modern era.• Was there a modern human rights revolution and what norms and institutions became central to its development?• The Universal Declaration of Human Rights (UDHR) 1948: creating a legal basis for rights.• How does Freeman link the politics of human rights with issues of globalization, poverty and development?• Critiquing the discourse of the inevitable, progressive “triumph” of human rights. Ongoing gap between affirmation of basic rights and severe violations. The relationship between human rights and genocide. <ul style="list-style-type: none">• “Do no Harm”— the challenges of humanitarianism and the role of NGOs.	9:30-11:00 am
Break	11:00-11:15 am
Unit I continued.	11:15 am – 1:00 pm
Lunch	1:00- 2:00 pm

<p><u>Unit II – Introduction to Genocide (Apsel)</u></p> <ul style="list-style-type: none"> • Brief overview of genocide in history, from ancient times to the present. “Seeing” and “Studying” Mass Targeted Violence against Civilian Populations. • What is genocide? What is the relationship between human rights and genocide? • How can one define genocide? Why are there so many different definitions? What is the effect of this? • The UN definition and international law. Origins, criticisms. • What is Genocide Studies? What case studies are included? Excluded? Emphasized? What theories of genocide have been developed? • What is a “group?” What groups are included under the Genocide Convention? The significance and reinterpretations of the issues of groups, intent and destruction as total and in part. • How does genocide differ from other types of mass violence, such as atrocity crimes, massacres, war crimes, crimes against humanity? Related terminology: ethnic cleansing, massacres, politicide, extremely violent societies, etc. What are the differences and their significance? • What factors, from scarcity to environment to reordering populations, contribute to our understanding the nature of genocidal societies? • What is the relationship between war and genocide? • From slavery to settler colonialism to subaltern genocides and structural violence how has genocide and atrocity crimes been situated in the continuum of violence? Significance? 	<p>2:00-4:00 pm</p>
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Day 2: Tuesday, August 3, 2021

<p><u>Unit III – Theories of Genocide (Üngör)</u></p> <p>An introduction to and analysis of some of the main theoretical explanatory models of genocide: elite, social psychology, political culture, regimes, ideology, modernization, collective identity construction. This unit also explores the goals of comparative analysis, controversies regarding comparison, and methodologies of comparison.</p>	<p>9:30-11:00 am</p>
<p>Break</p>	<p>11:00-11:15 am</p>
<p><u>Unit IV – The Armenian Genocide (Üngör)</u></p> <p>The Armenian Question</p> <p>This segment of the Genocide and Human Rights University Program will outline the process that led to the extermination of Armenian Ottomans. This</p>	<p>11:15-1:00 pm</p>

<p>process was both structural and event-driven. The segment will also sum up the main characteristics and consequences of the Armenian Genocide and will look at a number of issues: causes, development, property confiscation, perpetrators and victims, justice, and social aftermaths. Finally, we will touch upon some key characteristics of genocides that can be used from a comparative perspective.</p> <p>The Armenian Question in the Long Nineteenth Century</p> <ul style="list-style-type: none"> • Inter-ethnic relations; imperial “Decline” in relation to European Powers; Tanzimat and the rejection of equality • Internationalization of the Armenian Question; the formation of Armenian political parties • Sultan Abdülhamid II and his worldview; Hamidiye Regiments • Mass killings in the 1890s: Sassun (1894) and the 1895-96 empire-wide massacres. <p>From Imperial Collapse to Mass Violence</p> <ul style="list-style-type: none"> • 1908 Revolution; New Actors, Political Structures, and Ideologies • The Balkan Wars: total war, ethnic cleansing and refugee crisis • Coup-d’état and dictatorship; the Reform Act (February 1914) • The 1914 ethnic cleansings • War and total war: the Sarikamish disaster; the Dardanelles landings 	
Lunch	1:00 – 2:00 pm
<p>Aftermaths of the Armenian Genocide</p> <ul style="list-style-type: none"> • Social consequences of the genocide • Tribunals and the absence of transitional justice • The orphans’ generation, dispersion, and assimilation 	2:00 – 3:30 pm
Making Connections (Apsel)	3:30-4:00 pm

Day 3: Wednesday, August 4, 2021

<p><u>Unit V – The Holocaust (Bergen)</u></p> <p>Introduction: Integrated histories and a human timeline.</p> <p>Beyond hierarchies of suffering: Jews and non-Jews as victims of Nazism.</p> <p>War and genocide as entangled events.</p> <p>The Holocaust as world history.</p> <p>Human history, everyday history, lived histories.</p>	9:30-11:00 am
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Break	11:00-11:15 am
Unit V continued.	11:15-1:00 pm
Lunch	1:00-2:00 pm
Unit V continued	2:00-3:15 pm
Making Connections (Apsel)	3:15-4:00 pm

Day 4: Thursday, August 5, 2021

<u>Unit VI – Indigenous Peoples of North America (Woolford)</u> In light of the Truth and Reconciliation Commission of Canada’s charge that Canadian settler colonialism amounts to cultural genocide, this unit offers comparative analysis of a key institution of settler colonialism: the assimilative boarding school. Situating this institution in the broader history of North American colonialism and settler colonialism, we will compare and contrast Indigenous boarding school experiences in the United States and Canada in relation to the genocide concept. In so doing, the analytical tools of genocide research, such as definitions of genocide and other key concepts will be complicated to better attend to the specific social, cultural and historical context of settler colonial assimilative boarding schools.	9:30-11:00 am
Break	11:00-11:15 am
Unit VI continued.	11:15-1:00 pm
Lunch	1:00-2:00 pm
Unit VII - Guatemala (Rodman) When the Guatemalan Peace Accords were signed in 1996, ending more than three decades of internal armed conflict, more than 200,000 people were dead or disappeared, 626 mostly Maya villages had been massacred, 1.5 million people had been internally displaced, and 150,000 had sought refuge in Mexico. In this session, we examine the socioeconomic and cultural precursors and <i>modus operandi</i> of genocide in Guatemala as well as survivors’ efforts to claim human rights, seek justice and rebuild communities.	2:00 – 3:45 pm
Making Connections (Apsel)	3:45-4:00 pm

Day 5: Friday, August 6, 2021

<u>Unit VIII – The Rwandan Genocide (Nyseth-Brehm)</u> In just a few months during 1994, as many as one million people were killed as violence swept across Rwanda. A civil war, an economic downturn, and growing animosity between Rwanda’s two main ethnic groups—the Hutu and the Tutsi—preceded the genocide, which affected all parts of the country. The violence ended just a few months after it began, leaving Rwanda’s institutions in	9:30 – 11:00 am
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shambles. Since then, the Rwandan Government has engaged in multiple initiatives to rebuild the country, and Rwanda has rapidly transformed. This case study will explore the 1994 Rwandan genocide and its aftermath through active learning experiences. We will begin by analyzing the pre-genocide period and the genocide itself. We will assess the causes of the genocide, including the broader structural factors that impacted the violence as well as the more immediate triggering factors. Then, we will interrogate the post- genocide period and the challenges that face Rwanda today. We will address the <i>gacaca</i> courts that sent hundreds of thousands of Rwandans to prison, as well as prisoner reentry and reintegration into Rwandan society today.	
Break	11:00 – 11:15 am
Unit VIII continued.	11:15-1:00 pm
Lunch	1:00 - 2:00 pm
<u>Unit IX – The Rohingya Genocide (Ibrahim)</u> <p>When Burma became independent of Britain in 1948, the Rohingya, uniquely were denied full citizenship among the patchwork of ethnic groups that made up the country. Their plight worsened as they faced further restrictions and direct assaults from the 1970s onwards. When Myanmar returned to some form of democracy in 2010 the hope was the persecution would ease. The reality is that almost no Rohingya now live in their traditional villages in Rakhine State. Some 400,000 are held in internal camps after the 2013-14 violence, 1.1m now live in the Cox’s Bazaar refugee camp in Bangladesh and an estimated 300,000 are scattered as refugees across Indonesia, India and Malaysia or have disappeared into the Thai slave labour economy.</p> <p>This destruction of an ethnic group happened under a government led by the NLD and Aung San Suu Kyi, who still holds a Nobel peace prize despite being prepared to stand before the ICJ and defend the army’s murderous onslaught in 2017.</p> <p>This session will concentrate on how 60 years of sustained lies about the origins of the Rohingya prepared the way for their mass expulsion in 2017. In doing so we can explore how a notionally democratic government was fully complicit in this genocide and the failings of the wider international community. The role of China as the key protector of the current Myanmar government (and the military junta that replaced the NLD in 2021) will also be considered.</p> <p>At the moment the Rohingya have no means to return to their homes, Bangladesh is a very unwilling host. In effect, this repeats the situation of the Palestinians after 1948, homeless, stateless and with few external advocates.</p>	2:00 – 3:45 pm
Making Connections (Apsel)	3:45-4:00 pm

Day 6: Monday, August 9, 2021

<u>Unit X - Gender and Genocide (von Joeden-Forgey)</u> <p>Genocide is a deeply gendered process. By examining the gendered dimensions of the crime, we can gain important insights into its roots, proximate causes,</p>	9:30 – 11:00 am
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patterns, long-term impact, and prevention. In this unit, we will use various case studies to discuss the implications of gendered research for the definition of the crime; the interpretation of genocidal ideologies, perpetrator behavior, and victim experiences; the development of an early warning system; approaches to restitution and social healing after the fact; and the long-term prevention of the crime.	
Break	11:00-11:15 am
Unit X continued.	11:15 – 1:00 pm
Lunch	1:00 – 2:00 pm
<u>Unit XI – Destruction by Attrition (Apsel), The Holodomor (Mattingly)</u> Re-thinking destruction: complicated and overlapping methods, “in whole or part” and processes of weakening, stunting, elimination and spillover effects on peoples. Comparative Methods: Denial of access to basic necessities—food, health, livelihood, sustainable environment, etc., and sexual violence, neglect and denial, the psychology of wounding. Holodomor, Great Chinese Famine and other examples. Disposable Peoples: Under Cover of the State and its Accomplices; Re-ordering, Expulsion and Manipulation Biafra as a watershed: Seeing the harm globally: Weakening and death on the bodies of African children: links to NGOs and global civil society This unit will feature a guest lecturer, Daria Mattingly, who will discuss the case of the Holodomor.	2:00 – 4:00 pm

Day 7: Tuesday, August 10, 2021

<u>Unit XII –International Law and Genocide (Schabas)</u> Development of the legal concept of genocide: <ul style="list-style-type: none"> • Raphael Lemkin. • International Military Tribunal (Nuremberg). • GA Resolution 96(I). • 1948 Genocide Convention. • The Eichmann trial. • International Criminal Tribunals for former Yugoslavia/Rwanda. • International Criminal Court. • Commission of Inquiry on Darfur. 	9:30 – 11:00 am
Break	11:00-11:15 am
Unit VII continued.	11:15 am – 1:00 pm
Lunch	1:00 – 2:00 pm
<u>Unit XIII – Psychology of Genocide (Waller)</u>	2:00 – 3:15 pm

<p>This unit will provide an introduction to, and analysis of the psychological causes of large-scale conflict with a particular focus on the role of social identity theory. In our century, the questions that fill people with emotion are “Who are we?” and, more ominously, “Who are we not?” Social identity theory helps us understand the strength of group memberships and the ways in which social identity matters as a source of intergroup conflict. The violence of large-scale conflict is multi-directional and one of those directions can be genocidal. Genocidal conflict, in particular, is most often identity-based. This unit also explores the psychology of perpetrator behavior by unpacking the process by which ordinary people become capable of committing genocide and atrocity crimes. Central to that exploration are the implications of the research for genocide and atrocity crimes prevention.</p>	
<u>Making Comparisons, Drawing Conclusions (Apsel)</u>	3:15 – 4:00 pm

Day 8: Wednesday, August 11, 2021

<p><u>Prevention and Future Genocide (Alvarez)</u></p> <p>More than seventy years after the United Nation Genocide Convention defined genocide as a crime under international and mandated its prevention and punishment, genocide remains a significant problem on the world stage and genocide prevention an elusive goal. This unit contextualizes and explores the theories, realities, and complexities of genocide prevention, assesses and critiques pre-existing strategies, and challenges us to reimagine genocide prevention in terms of what we know about the etiology and nature of genocide and what we understand about the obstacles to effective prevention.</p>	9:30 – 11:00 am
Break	11:00 – 11:15 am
Unit VIII continued.	11:15 – 1:00 pm
Lunch	1:00 – 2:00 pm
<p><u>Unit IX - Denial, Memory, Museum and Representation (Sodaro)</u></p> <p>Denial of genocide and other human rights abuses is often considered to be its own kind of violence, perpetuating victimization and potentially feeding further cycles of violence. An important counterpoint to denial is memory and the acknowledgement and representation that it entails. Memory projects intended to acknowledge genocide and human rights abuses come in many forms, from official apologies, reparations and truth commissions to the creation of memorials and museums. But memory of violence is itself political, and memory politics increasingly play a central role in contemporary political, social and ethical debates and decisions. This unit considers the various dimensions of denial and the role (and limits) of memory and representation, in particular in memorial museums, in acknowledging genocide and human rights abuses, healing victims and collectives, and preventing future violence.</p>	2:00 – 3:45 pm
Making Connections (Apsel)	3:45-4:00 pm

Day 9: Thursday, August 12, 2021

Student Presentations	9:30 – 11:00 am
Break	11:00 – 11:15 am
Student Presentations	11:15 – 1:00 pm

Day 10: Friday, August 13, 2021

Student Evaluation Forms	9:30 – 10:30 am
Student Presentations	10:30 – 11:30 am
Break	11:30 – 11:45 am
Student Presentations	11:45 am – 1:00 pm