

**INTD 100: The Global Response to Genocide
Fall 2013**

Time: Tuesdays and Thursdays, 8-9:20 a.m.

Location: SC 301

Instructor: C. L. Eastman

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Office/Hours: Hoover 213: Monday and Friday 1:30-2:30; Tuesday & Thursday 11-12; Wednesday 2:30-3:30; and by appointment

Required Texts: There are 2 required texts:

Blood and Soil, Ben Kiernan

The Academic Writer, Lisa Ede

Strongly Recommended Supplemental Texts:

What Every Student Should Know About Avoiding Plagiarism, Linda Stern

A collegiate dictionary/thesaurus

You Will Also Need: Student Composition Book, 10 1/4 by 7 7/8

Reserves: I have put my personal copies of the following books on reserve:

A Problem from Hell, Samantha Power

Genocide: A Comprehensive Introduction, Adam Jones

Defining the Horrific: Readings on Genocide and Holocaust in the Twentieth Century,
William Hewlitt,

Postwar, Tony Judt

We Wish to Inform You..., Philip Gourevitch

The Portable Hannah Arendt

The Holocaust Chronicle: A History in Words and Pictures, editor David Aretha

Death Camps, Tamara Roleff, editor

Blood to Remember, Charles Fischman

Ethnic Violence, Myra Immell, editor

Machete Season, Jean Hatzfield

Chasing the Flame, Samantha Power

Not on Our Watch, Don Cheadle and John Prendergast

King Leopold's Ghost, Adam Hochschild

Blood and Vengeance, Chuck Sudetic

Genocide, William Dudley, editor

The Devil in History, Vladimir Tismaneanu

The Eichmann Trial, Deborah Lipstadt

Course Description: An intensive composition course which aims to develop critical thinking, reading, and writing skills. More importantly, students are guided in understanding writing as a **recursive** process. We will observe three stages or phases of an assignment:

1 – Prewriting: You will learn and practice techniques for harvesting the raw material for your written work from your observations, reflections, experience, and reading;

2 – Planning: You will learn and practice techniques for formulating a defensible thesis and winnowing prewriting materials for those items that can be used effectively to support that thesis. You will also explore different ways to organize your support for best effect.

3 – Drafting, revision, and editing: You will give your ideas and arguments expression and practice adapting them for different “hypothetical” and real audiences. This is where considerations of style become most important, and we critically test the effectiveness of your work on peers. This guides you in your final decisions about changes and emendations to the paper.

Objectives: Freshman Writing

- 1) The student identifies, summarizes, and critiques the arguments presented in class readings.
- 2) The student demonstrates the ability to write an effective essay which states and supports a thesis.
- 3) The student demonstrates the ability to communicate clearly, in written and oral form, conclusions about complex problems.
- 4) The student evaluates the mechanical strength of his/her own writing.
- 5) The student develops a habit of revision.
- 6) The student writes a final analytical paper of more substantial length supported by research.

Procedural Ground Rules:

1. All readings and assignments are due on the date listed in the syllabus. No late or “dropped off” work will be accepted except in cases of excused absence (medical with verification or school-sanctioned trip, as per college policy). I do not accept assignments as “email” submissions, nor do I entertain the notion of “extra credit” to make up for unsubmitted work that is part of the regular syllabus.

2. It is the student’s responsibility to keep abreast of all assignment deadlines, specific guidelines for particular assignments, and the inevitable changes of schedule. Towards this end the student is advised to have both the instructor’s phone number as well as that of a classmate in his or her data bank.

3. All written assignments, with the obvious exception of those produced in class, should be typed or “word-processed” on white 8 1/2 by 11 inch paper.

4. I cannot state this forcefully enough: **Keep all returned hardcopy assignments in a separate notebook or other secure place until the end of the semester!**

5. No student who accumulates more than 6 unexcused absences will receive credit for INTD 100; after that, the student will receive either a grade of "F" or "NC," depending on which the instructor deems more appropriate. Twice late is considered one unexcused absence. If a student arrives late to class, he or she must make sure, at an appropriate time, that the instructor has not charged a full class absence against his or her attendance record. Under no circumstances will the instructor allow class time to be used for the discussion of an individual student's grade or attendance status. The student wishing clarification or discussion of such matters must make an appointment to see the instructor outside of scheduled class time or during scheduled office hours.

6. Students desiring accommodations on the basis of physical, learning, or psychological disability for this class are to contact Disability Services. Disability Services is located in the Library building, first floor room G003 and can be reached by calling extension 4825.

Grading: The course grade will be determined on the following percentages:

Four Essays	80% (20% each)
Journals, Reading Summaries, Quizzes	20% aggregated

A Final Caveat Regarding Plagiarism: Plagiarism, according to the editors of the third edition of the *MLA Handbook*, comes from the Latin *plagiarius* ("kidnapper") and constitutes "the act of using another person's ideas or expressions in your writing without acknowledging the source" (21). Depending on the severity and extent of the offense, the penalties for plagiarism in this class may include an "F" grade on the assignment for the first occurrence and an "F" grade for the course on a second occurrence.

The Age of Genocide

In 1915, the Ottoman Empire faced a desperate domestic crisis and looming military defeat. Super-nationalist factions within the government responded to its myriad social problems by scapegoating citizens of Armenian descent as "disloyal" and in many cases ordering their "relocation." This relocation resulted in untold suffering and death, and led to the virtual destruction of what had been a long-established Armenian culture within the Ottoman Empire. An exact death toll cannot be determined, but estimates of the number of people murdered in this action (the word genocide did not yet exist) range from 800,000 to 3,000,000. The perpetrators of these murders went virtually unpunished.

These numbers should be shocking, and they are (though they may also have the effect of making what is horrible in the concrete numbing in the abstract), but the number of dead is less important than the precedent established: A sovereign government might scapegoat and exterminate a sizeable portion of its population with impunity as "the rest of the world" sat inertly by, unwilling to become involved in

“internal, domestic” affairs. And throughout the twentieth and bloodiest century of the Common Era the social solution devised by the Ottoman government would be emulated and revised in places like Germany, The Soviet Union, Cambodia, Iraq, Bosnia, Rwanda, Kosovo, and Sudan, with little change in the response from the “rest of the world” except for the designation of a new label for this crime: “Genocide.”

The readings and writing assignments for this course will survey the history and causes of genocide; we will also attempt to develop theories about what intervention steps may be taken by the global community as a whole and the United States in particular to prevent future instances.

(Tentative) Schedule of Readings/Assignments



WEEK 1 – September 4-6

Orientation; Discussion of syllabus; workshop on assignment from the summer reading

WEEK 2 – September 9-13

Reading Topic: Origins

Kiernan: 1-43; 43-72

Writing Topic: *Effective Summaries and the Conventions of Documentation*

***12 Sept – Shauna Young, LEAP, guest speaker**

WEEK 3 – September 16-20

Reading Topic: European Colonization of “The New World” and “Manifest Destiny”

Kiernan: 72-101; 213-249

Ede: 42-75

Writing Topic: *Analyzing Rhetorical Situations*

WEEK 4 – September 23-27

Reading Topic: “Settler Genocide” in North America and Africa

Kiernan: 310-364; 365-90

Ede: 235-63

Writing Topic: *Strategies for Invention, Planning, and Drafting*

Essay One (Summary and Response) assigned – reading draft due 9/27, final draft tbd.

***28 Sept – Helping Hands Day**

WEEK 5 – September 30-October 4

Reading Topic: The Armenians and The Holocaust

Kiernan: 395-416; 417-55

Ede: 280-304

Writing Topic: Strategies for Revision and Collaborative “Feedback”

WEEK 6 – October 7-11

Library Instruction Meeting 10/8

Reading Topic: Cambodia and Rwanda

Kiernan: 539-571

Writing Topic: Sentence Perspective

WEEK 7 – October 14-18

Reading Topic: Cambodia and Rwanda (cont.)

Ede: 80-115

Writing Topic: “Analyzing Texts and Contexts” and Parallelism

Film: *The Killing Fields*

WEEK 8 – October 21-25

Film Night Wednesday 10/23

Mid-Semester break 10/25

Reading Topic: Cambodia and Rwanda (cont.)

Ede: 117-140

Film: *Ghosts of Rwanda*

Writing Topic: “Making and Supporting Claims”

Essay Two assigned (Comparative Analysis) – reading draft due 10/29, final draft tbd

WEEK 9 – October 28-November 1

Reading Topic: Political Violence: Stalin’s USSR

Kiernan: 486-512

Writing Topic: Cohesion and “Cause and Effect” Reasoning

Freshman Convocation October 28 – Susan Reverby – Shannon Theater 7 p.m.

WEEK 10 – November 4-8

Reading Topic: Famine as Weapon: Mao’s China

Kiernan: 512-539

Ede: 141-182

Writing Topic: “Doing Research: Joining the Scholarly Conversation”

Essay Three (Causal Analysis) assigned – reading draft due 11/14, final draft tbd

WEEK 11 – November 11-15

Reading Topic: The Balkans

Selected readings from Samantha Power's *A Problem from Hell* will be on the class Moodle site

Writing Topic: *Review of Conventions of Documentation/Revising from Collaborative "Feedback"*

WEEK 12 – November 18-22

Reading Topic: Middle East

Kiernan: 571-607

Writing Topic: *Preparing the abstract/précis*

WEEK 13 – November 25-November 29

Thanksgiving Holiday 11/27-29

Film: *Sergio*

WEEK 14 – December 2-6

Reading Topic: Denial – readings will be on the class Moodle site

Writing Topic: *Argumentative writing; Final Paper (Essay Four) assigned – due in instructor's office and at Moodle site before noon December 13.*

Note that there will be a number of occasions, such as convocations, film nights, and other first year events, when your attendance will be expected outside of class time. You will receive adequate advance notice of these occasions, and your absence will be included in the total for purposes of determining a final grade. Classes end December 6; "Reading Day" is December 9; Final Examinations are held December 10, 11, 12, and 13. There is no final exam for this course, but I remind you – our final paper is due before noon December 13.



Grading Rubric for Summary and Response

Content: 80 percent

Summary

1. Cite the author and title of the article.
2. Keep the length shorter than the original by at least two-thirds.
3. Include the main ideas, but include supporting details only infrequently.
4. Change the original wording without changing the original author's meaning.
5. Do not evaluate the content of the original article or express a personal value judgment (even if you detect an error in logic or fact).
6. Do not add ideas of your own (even if you have acquired relevant information).
7. Do not include personal, or "first person" comments.
8. Use quotations sparingly. If you do quote directly from the source article, enclose the quoted material in quotation marks.
9. Use "author tags" (e.g. "Smith says," "...according to Smith," or "...the author explains") to emphasize to the reader that you are summarizing the material of another writer.

Response

10. State your personal opinion of or feelings about what you have read.
11. State your agreement or disagreement with the author.
12. Comment on what you think the author has done well or poorly

Conventions of Written Academic English: 20 percent

13. Syntax and Sentence Construction
14. Clarity and Diction
15. Grammar, Spelling, Tone, Punctuation
16. Transitions

TOTAL: _____

Writing an Effective Summary

A summary is a condensed version of an article or other piece of writing in which the author uses his or her own words to recapitulate the ideas of another author. Summarizing is a reading-related composition skill that, once mastered, can be helpful to a writer in a variety of ways. It is particularly useful for the college writer, in that it reinforces reading comprehension skills and helps the writer to clarify the distinctions between main and supporting ideas.

1. Cite the author and title of the article.
2. Keep the length shorter than the original by at least two-thirds (an approximation).
3. Include the main ideas, but include supporting details only infrequently.
4. Change the original wording without changing the original author's meaning.
5. Do not evaluate the content of the original article or express a personal value judgment (even if you detect an error in logic or fact).
6. Do not add ideas of your own (even if you have acquired relevant information).
7. Do not include personal, or "first person" comments.
8. Use quotations sparingly. If you do quote directly from the source article, enclose the quoted material in quotation marks.
9. Use "author tags" (e.g. "Smith says," "...according to Smith," or "...the author explains") to emphasize to the reader that you are summarizing the material of another writer.

The student writer should reserve the following guidelines for the **reaction** portion:

10. State your personal opinion of or feelings about what you have read.
11. State your agreement or disagreement with the author.
12. Comment on what you think the author has done well or poorly.