

History 600, Spring 2014
Genocide, Justice, and Postwar Human Rights

Prof. F. Hirsch
fhirsch@wisc.edu
Office: 4125 Humanities

The period after the Second World War saw the Nuremberg Trials, the establishment of the United Nations, and the creation of new institutions and legislation dedicated to the idea of international human rights. Politicians, lawyers, and citizens from all over the world discussed and debated the meaning of terms such as "genocide," "crimes against humanity," "liberty," "democracy," and "aggressive war." In this course we will explore the history of the idea of human rights—and examine how human rights ideas and institutions were established, used, and in some cases abused during the long years of the Cold War. The course will have an international focus. Students will have the opportunity to choose case studies of their choice for their research papers.

Format: Reading and discussion. Students are expected to show up for class prepared and ready to participate. Students will have the opportunity to lead discussion twice during the semester.

Response Papers: Over the course of the semester students will write ten short (one-page) "response papers" related to the weekly readings.

Research Papers: Students will work on original 15-page research papers on topics related to the course theme. Students are required to use a range of primary sources and to become well acquainted with the secondary literature on their chosen topics. Primary sources might include newspapers, memoirs, government documents, archival documents (in edited volumes or on approved websites), photographs and other visual sources, speeches, letters, and so on. On designated dates (see below), students will submit a research question, a revised research question, a research proposal, a revised research proposal, and a short bibliography of primary and secondary sources. Research papers are due on Monday May 12 by 5 pm.

Readings: Readings with an * next to them are available for purchase at the University Store and on reserve at College Library. The course Packet is available for purchase at StudentPrint on East Campus Mall and is also on reserve at College Library.

Course grades will be based on the following distribution: Participation (including presentations) 35%, response papers 20%, research-related assignments (including participation in two mandatory library sessions) 15%, final research paper 30%.

Library Sessions: All students are required to attend one session of the Introduction to Historical Research Workshop, taught in Memorial Library Room 231 from 6-7:30 on February 3, 5, and 13. In addition, all students are required to attend our class section at Memorial Library during class time on February 28.

Part One: World War II and the Problem of Genocide

Week 1, 1/24: Introduction

Week 2, 1/31: The Holocaust

Readings:

1. *Doris L. Bergen, *War and Genocide: A Concise History of the Holocaust* (2009), pp. 51-100, 135-232.
2. Primo Levi, *Survival in Auschwitz*, 1993, pp. 87-100. (Packet)

Assignment:

Response Paper One

Week 3, 2/7: Genocide and Ethnic Cleansing

Readings:

1. *Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (1993), pp. 1-113, 147-189.
2. Norman M. Naimark, *Fires of Hatred: Ethnic Cleansing Twentieth-Century Europe*, 2001, pp. 1-16, 17-56, 108-138. (Packet)

Assignment:

Response Paper Two

Week 4, 2/14: The Nuremberg Moment

Readings:

1. Gary Bass, *Stay the Hand of Vengeance: The Politics of War Crimes Tribunals*, 2000, pp. 147-205. (Packet)
2. Robert H. Jackson, "Opening Statement Before the International Military Tribunal." (Packet)
3. Skim the three counts of the "Indictment Act of the International Military Tribunal" at: <http://avalon.law.yale.edu/imt/imtconst.asp>
Pay attention to the use of the terms "genocide" and "crimes against humanity."
4. Hannah Arendt, "Eichmann in Jerusalem: A Report on the Banality of Evil," in *Genocide: An Anthropological Reader*, ed. Alexander Laban Hinton, 2002, pp. 91-109. (Packet)

Assignments:

Response Paper Three

**Research Question Due in Class

Part Two: Postwar Definitions and Legal Interventions

Week Five, 2/21: Raphael Lemkin and the Genocide Convention

Readings:

1. Michael Ignatieff, "Lemkin's Word," *The New Republic*, February 26, 2001. (Packet)
2. Raphael Lemkin, *Totally Unofficial: The Autobiography of Raphael Lemkin*, ed. Donna-Lee Frieze, 2013, pp. ix-xxvii, 112-179. (Packet)
3. Raphael Lemkin, "Genocide," in *Genocide: An Anthropological Reader*, pp. 27-42. (Packet)
4. *The United Nations Convention on the Prevention and Punishment of Genocide*. (Packet)

Assignment:

Response Paper Four

Week Six, 2/28: Research Topics and Strategies

Meet at Memorial Library for a meeting with Bibliographer Lisa Saywell

Assignment:

**Revised Research Question Due in Class

Week Seven, 3/7: Genocide and the Problem of State Sovereignty

Readings:

1. *Samantha Power, *A Problem From Hell: America and the Age of Genocide*, 2003, pp. xi-xxi, 47-245, 503-516.
2. Bryan Bender, "Samantha Power Outspoken Voice for Human Rights," *The Boston Globe*, June 6, 2013, available at:
<http://www.bostonglobe.com/news/nation/2013/06/06/samantha-power-outspoken-voice-for-human-rights/s0MhsIDxDh1mdDW4fKCH8I/story.html>

Assignment:

Response Paper Five

**One-Page Research Proposal Due in Class

Week 8, 3/14: The International Criminal Court

Readings:

1. Skim the *Rome Statute of the International Criminal Court*, available at:
<http://www.ohchr.org/EN/ProfessionalInterest/Pages/InternationalCriminalCourt.aspx>
Pay attention to the use of the terms "genocide" and "crimes against humanity."
2. *Erna Paris, *The Sun Climbs Slow, The International Criminal Court and the Struggle for Justice*, 2009, pp. 9-140, 235-344.
3. David Bosco, "Justice Delayed," *Foreign Policy*, June 29, 2012, available at
http://www.foreignpolicy.com/articles/2012/06/29/justice_delayed

Assignment:

Response Paper Six:

Part Three: Cases

Week 9, 3/21: Spring Break

Week 10, 3/28: Cambodia

Readings:

1. *Chanrithy Him, *When Broken Glass Floats: Growing Up Under the Khmer Rouge*, 2001.
2. Stéphanie Giry, "Cambodia's Perfect War Criminal, *NYRBLOG*, October 25, 2010. (Packet)
3. Stéphanie Giry, "Necessary Scapegoats? The Making of the Khmer Rouge Tribunal, *NYRBLOG*, July 23, 2012. (Packet)

Assignment:

Response Paper Seven

Week 11, 4/4: Rwanda

Readings:

1. *Philip Gourevitch, *We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda*, 1999, pp. 15-144, 147-171, 185-208, 242-255, 342-353.
2. Peter Uvin and Charles Mironko, "The International Criminal Tribunal for Rwanda," in *The Genocide Studies Reader*, pp. 465-468. (Packet)
3. Jennifer Balint, "National Trials in Rwanda," in *The Genocide Studies Reader*, pp. 487-490. (Packet)

Assignments:

Response Paper Eight

**Revised One-Page Research Proposal Due in Class

Week 12, 4/11: Bosnia

Readings:

1. *Michael A. Sells, *The Bridge Betrayed: Religion and Genocide in Bosnia*, 1996.
2. Mark Danner, "America and the Bosnian Genocide," *The New York Review of Books*, December 4, 1997. (Packet)
3. Joseph Lelyveld, "The Defendant," *The New Yorker*, May 22, 2002. (Packet)

Assignments:

Response Paper Nine

**Bibliography of Primary and Secondary Sources Due in Class

Week 13, 4/18: Darfur

Readings:

1. Samantha Power, "Dying in Darfur: Can the Ethnic Cleansing in Sudan Be Stopped?" *The New Yorker*, August 30, 2004. (Packet)
2. Nicholas D. Kristof, "What to Do About Darfur," *The New York Review of Books*, July 2, 2009. (Packet)
3. *Daoud Hari, *The Translator: A Memoir*, 2009.

Assignment:

Response Paper Ten

Part Four: Research

Week 14, 4/25: Primary Source Presentations

Week 15, 5/2: Research and Consultations

Week 16, 5/9: Wrap-Up Discussion

****FINAL RESEARCH PAPERS ARE DUE ON MONDAY MAY 12 BY 5 PM**