

## Call for Proposals for First Year Seminar

### FSEM Goals

First year seminars will be distributed across the disciplines, yet they are structured around a set of common principles whose purpose is to introduce first year students to the pursuit of intellectual inquiry. Specific topics are determined by the instructor's background and interests. The objective of the first year seminar is to cultivate the intellectual skills necessary for liberal learning through the in-depth study of a topic and the provision of instruction on how to gather and analyze information for the purpose of formulating and defending an opinion. Seminars will be deep in terms of the critical approach employed, but will involve topics, which are accessible to first year students. In addition, first year seminars anticipate the experience of the senior seminar without the requisite background knowledge and skills that such seminars demand.

Although first year seminars will neither be part of the Writing/Speaking Intensive Program(s) nor be a replacement for a first year writing course, all first year seminars involve meaningful writing and speaking assignments in which students are given instruction and guidance on writing and speaking at the college level.

**Every course should have the following basic components and new student learning outcomes, outlined in the QEP.**

First-year seminars will:

- utilize active, discussion-based, participatory learning;
- be exploratory in nature, rather than just presenting conclusions;
- have students read primary sources, not simply textbooks;
- have students synthesize material from multiple sources to develop their own views on the topic; and
- be capped at 15 students.

Student Learning Outcomes:

- Utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;
- Improve development and organization of written arguments;
- Demonstrate the ability to edit and revise in the writing process;
- Apply the basic theories and principles of oral communication;
- Communicate effectively in a variety of settings, including public speaking and group discussion.

We are looking for seminars, which are not traditional courses, but illustrate the sort of intellectual inquiry higher education can offer. See, for instance, the sample syllabus appended to this document. In other words, you should not take an existing course and re-title and renumber it.

### Deadline for FSEM proposals:

**Monday, September 30<sup>th</sup> 2013** for courses to be offered in the **Spring 2014** course schedule.

Proposals must be **submitted electronically** to John P. Broome ([jbroome@umw.edu](mailto:jbroome@umw.edu)) using the FSEM Course Proposal Form. An example of a completed proposal is attached.

Please address your questions to any member of the committee.

Sincerely,

*First Year Seminar Committee*

John P. Broome, Chair

Rosalyn Cooperman

Janie Lee

Will Mackintosh, Secretary

Dave Stahlman

**FIRST YEAR SEMINAR COURSE PROPOSAL**  
UNIVERSITY OF MARY WASHINGTON

Use this form to submit **FSEM 100 topics** courses for review **or** any **other existing course** that you wish to have designated to meet the first year seminar requirement.

<b>COURSE NUMBER:</b>	<b>FSEM 100</b>		
<b>COURSE TITLE:</b>	<b>HISTORY OF GENOCIDE</b>		
<b>SUBMITTED BY:</b>	Nabil Al-Tikriti	<b>DATE:</b>	30 September 2013
<i>This course proposal has the department's approval. (Put a check in the box to the right.)</i>			<b>X</b>

**COURSE DESCRIPTION.** In the space below, provide a one to two sentence description of this class. The description will be entered in Banner, and will also be used in other publications about the first year seminar program (such as the “Eagle Essentials” booklet).

**This course examines the modern history of genocide, along with concurrent issues such as the rise of human rights, humanitarianism, war crimes legislation, and external intervention. Class members survey and discuss major instances of genocide, visit the US Holocaust Museum, and complete a project describing one conflict using primary sources.**

**RATIONALE.** Include short statement addressing how this course meets the FSEM's basic components and new student learning outcomes (see FSEM call above), and why this course should be approved to meet the FSEM General Education requirement.

**This class strives to fulfill the FSEM pedagogical goals of participatory and exploratory learning through group investigation of a series of conflicts, some of which have come to be defined as genocides. The class will first consider the rise of “human rights” and humanitarian activism since the 19<sup>th</sup> century founding of the Red Cross. The class will then interrogate the evolution of the term “genocide,” its technical meaning in international case law, and reported abuse of the term “genocide” to further state interests. Following such theoretical orientation, students present the literature covering several outbreaks of systemic violence which have often come to be termed “genocidal,” including cases related to Native Americans, Irish, Philipinos, Armenians, Ukrainians, European Jewry, Palestinians, Vietnamese, Cambodians, Bengalis, Kurds, Yugoslavs, Rwandans, Sudanese, Tamils, etc. Readings should expose students to multiple viewpoints regarding the selected conflicts, while presentations should expose students to the care one must make when engaging in the written and spoken arenas. Each student will present one case study from those listed above, and complete jointly a conflict analysis based on their reading of MSF/Doctors Without Borders primary sources relating to certain modern conflicts. It is hoped that the variety of perspectives explored, stakes of the issues involved, and structure of assignments will lead students to participate actively in their own self-exploration of the issues involved.**

**SYLLABUS.** *Attach a course syllabus.*

**SUBMIT** this form and attached syllabus **electronically as one document** to John P. Broome ([jbroome@umw.edu](mailto:jbroome@umw.edu)). All submissions **must** be in electronic form.

**HISTORY OF GENOCIDE**  
**FSEM 100**  
**SPRING 2014**  
**UNIVERSITY OF MARY WASHINGTON**

Instructor: Nabil Al-Tikriti  
Office Hours: TR 3:30-6:00 pm (or by appointment)  
Class Time/Location: TR 2:00-3:15 pm, Monroe 233

Tel: (540) 654-1481  
Office: Monroe 230  
E-mail: [naltikri@umw.edu](mailto:naltikri@umw.edu)

**Course Description:**

This course is a seminar exploration of the modern history of human rights, humanitarianism, and war crimes, conducted through the examination of several cases of mass violence, some of which have come to be labeled “genocide.” The class will first consider the rise of “human rights” and humanitarian activism since the 19<sup>th</sup> century founding of the Red Cross. The class will then interrogate the evolution of the terms “war crimes” and “genocide,” their technical meaning in international case law, and reported abuse of the term “genocide” to further state and group interests. Following such theoretical orientation, students present the literature covering several outbreaks of systemic violence, including cases related to Native Americans, Irish, Philipinos, Armenians, Ukrainians, European Jewry, Palestinians, Vietnamese, Cambodians, Bengalis, Kurds, Yugoslavs, Rwandans, Sudanese, Tamils, etc. During this course we explore how engaged activists, diplomats, and historians think about, analyze, and interpret such violence; discuss the nature of our historical knowledge; and evaluate different theories that ground our views of such violence. Towards the end of the course, we will conduct a group visit to the U.S. Holocaust Museum, in order to explore in greater depth one of the more renowned cases of mass violence.

**Course Goals:** This course satisfies the general education curriculum’s **Freshman Seminar** requirement. This course strives to fulfill the FSEM pedagogical goals of participatory and exploratory learning through group investigation of a series of conflicts, some of which have come to be defined as genocides. Readings expose students to multiple viewpoints regarding the selected conflicts, while presentations expose students to the care one must make when engaging in the written and spoken arenas.

As with other FSEM courses, this course is intended to sharpen students’ skills in the following areas:

- Read critically and evaluate both primary sources and modern authorities;
- Synthesize material from multiple sources to develop their own views on the topic;
- Utilize a variety of research techniques to retrieve information efficiently, evaluate retrieved information, and synthesize information effectively to support their messages or arguments;
- Effectively demonstrate development and organization of written arguments;
- Demonstrate the ability to edit and revise in the writing process;
- Apply the basic theories and principles of oral communication;
- Communicate effectively in a variety of settings, including public speaking and group discussion.

**Course Format:**

The majority of class time consists of seminar discussion and presentations, whereby we present and discuss a variety of historical cases in rough concert with assigned readings. You are responsible for the material covered in the group readings, as well as in your own individual presentations. Through your in-class presentations and class discussions, you will also engage, discuss, argue with, and learn from each other’s work.

Each student will present one book addressing those cases referenced above, and complete a conflict analysis project based on their reading of MSF/Doctors Without Borders primary sources relating to certain modern conflicts. It is hoped that the variety of perspectives explored, stakes of the issues involved, and structure of assignments will lead students to participate actively in their own self-exploration of the issues involved.

**Course Requirements:**

Students are expected to attend all classes, read all assigned group texts, participate in class, complete writing assignments, and present their project. Attendance in this class is crucial, as you will find it impossible to keep up with the content if you fail to attend class. In the event of repeated absences and failure to turn work in on time, you may be removed from this class. Even beyond the class participation grade, you will find that it will be difficult to earn a grade of C or higher without attending class on a regular basis.

For each class, you are expected to have completed all assignments and read all group readings assigned for that day in order to discuss them in class. As you read, take notes on the big questions the authors are addressing and the answers or arguments they provide. Most importantly, identify the kind arguments each author employs, as well as the tools he or she uses (e.g., eyewitness accounts, archival research, literary texts, statistical analysis, etc.).

**Readings are drawn from the following texts, as well as from several class handouts:**

Achebe, Chinua. *Biafra – There Was a Country*  
Akçam, Taner. *A Problem of Genocide*  
Conquest, Robert. *The Harvest of Sorrow: Soviet Collectivization and the Terror-Famine*  
Dallaire, Romeo. *Shake Hands with the Devil: The Failure of Humanity in Rwanda*  
Dunant, Henry. *A Memory of Solferino*. ICRC, Geneva 1986.  
Goldhagen, Daniel. *Hitler's Willing Executioners: Ordinary Germans and the Holocaust*  
Gourevitch, Philip. *We Wish to Inform You that Tomorrow We Will Be Killed With Our Families: Stories from Rwanda*  
Levy, Primo. *Survival in Auschwitz*.  
*MSF Speaking Out Case Studies*, <http://speakingout.msf.org/>  
Powers, Samantha. *A Problem from Hell*  
Robertson, Jeffrey, *Crimes Against Humanity*.  
Sell, Michael. *The Bridges Betrayed*  
Sender, Ruth Minsky. *The Cave*  
Silber, Laura, and Little, Allan. *Yugoslavia: Death of a Nation*  
Slim, Hugo. *Killing Civilians: Method, Madness, and Morality in War*. Oxford, 2010.  
Spencer, Philip. *Genocide Since 1945*. Routledge, 2012.  
Tirman, John. *The Deaths of Others: The Fate of Civilians in America's Wars*  
Turse, Nick. *Kill Anything that Moves: The Real American War in Vietnam*  
Weissman, Fabrice. *In the Shadow of 'Just Wars': Violence, Politics, and Humanitarian Action*

**Grading System:**

Participation: 20%                      Book Presentation: 20%                      Research Paper: 35%  
Mid-Term: 10%                      Project Presentation 15%

**Grading Scale:**

95-100 = A	87-89 = B+	80-83 = B-	74-76 = C	67-69 = D+	Below 63 = F
90-94 = A-	84-86 = B	77-79 = C+	70-73 = C-	63-66 = D	

**Participation:**

Participation is based on attendance and contribution to class discussion, at my discretion. Participation is expected to reflect preparation of common reading assignments, as well as discussion of other students' individual presentations and blackboard discussion board postings.

**Mid-Term:**

There will be a brief mid-term intended primarily to ensure that you are keeping up with the theoretical introductory materials. It will consist of fill in the blank, multiple choice, term-identification, and an essay question. Exam questions will be based on the readings, lectures, and class discussion. Grades D and below, or students who miss more than 3 classes by this mid-term, will be given an "unsatisfactory" mid-semester report.

**Book Presentation:**

Each student will be asked to give one monograph presentation in the course of the semester, lasting approximately 6-8 minutes each. Each presenter should prepare a class handout of 3-5 pages which serves as a book summary and book review for your student colleagues. Consult the history department webpage for book review elements.

**Conflict Analysis Project Presentation:**

Each student will present their research project the last week of the semester. This presentation is to last 10 minutes. Visual aids (PowerPoint) and handouts are highly encouraged.

**Conflict Analysis Research / Term Paper:**

A 10-12 page research paper covering your conflict analysis will be due the final class of the semester. It is expected that this paper will display your knowledge of critical apparatus and scholarly notation. Research sources can consist of internet entries, books, periodicals, music, art, etc – **with full notation**. As writing a solid paper is a process, parts of the assignment will be requested earlier in the semester.

**Policy on Make-ups and Late Work:**

Late work will be accepted (and penalized) at my discretion. It is crucial that you advise me of any problems that will impede your ability to complete assignments on time.

**Students with Disabilities:**

The Office of Disability Services has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. Students with disabilities who require certain accommodations (note taking assistance, extended time for tests, etc.) should contact that office (x1266) as soon as possible so that warranted accommodations can be implemented in a timely fashion. They will require appropriate documentation. If you already receive services through the Office of Disability Services and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise. Disability accommodations must be arranged PRIOR to relevant examinations.

**Honor Code Provisions:**

Cheating and plagiarizing constitute Honor Code offenses. All writing assignments for this class must be original. The unattributed citation of material written by someone other than yourself constitutes plagiarism. You must footnote material you cite, paraphrase, summarize or draw on extensively for inspiration in the writing of your own prose.

“Plagiarism—the use of another person’s ideas or wording without giving proper credit—results from the failure to document fully and accurately. Ideas and expressions of them are considered to belong to the individual who first puts them forward. Therefore, when you incorporate ideas or phrasing from any other author in your paper, whether you quote them directly or indirectly, you need to be honest and complete about indicating the source to avoid plagiarism. Whether intentional or unintentional, plagiarism can bring serious consequences, both academic, in the form of failure or expulsion, and legal, in the form of lawsuits. Plagiarism is a violation of the ethics of the academic community.”

William G. Campbell, Stephen V. Ballou, and Carole Slade, Form and Style: Thesis, Reports, Term Papers, 6<sup>th</sup> Edition (Boston: Houghton Mifflin, 1982), p. 52.

For more information on plagiarism and how to avoid it, go to:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> or <http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>

**Revisions of the Syllabus:**

I reserve the right to revise this syllabus at any time during the semester. Materials may be added or subtracted after the start of the term.

**Class Schedule and Readings: [NB: Last day to drop class without penalty is Friday, January 31.]**

**I: INTRODUCTION**

Tues. Jan. 14: Introduction to the Course, Library Resources

Thurs. Jan. 16: The Rise of Human Rights

**II: HUMAN RIGHTS & HUMANITARIANISM**

Tues. Jan. 21: The Rise of Humanitarianism

Thurs. Jan. 23: WWI and the Geneva Conventions

**III: THE GENOCIDE CONVENTION**

Tues. Jan. 28: WWII

Thurs. Jan. 30: The Lampkin Effect

**IV: GENOCIDES CONTINUE**

Tues. Feb. 4: Post WWII Genocides

Thurs. Feb. 6: Post Cold War Genocides

**V: GENOCIDES TODAY**

Tues. Feb. 11: Genocides Today

Thurs. Feb. 13: **Midterm**

**VI: 19<sup>th</sup> CENTURY MASS KILLINGS**

Tues. Feb. 18: Native Americans

Thurs. Feb. 20: The Irish Potato Famine

**VII: EARLY 20<sup>th</sup> CENTURY IMPERIALISMS**

Tues. Feb. 25: The Philippines

Thurs. Feb. 27: The Armenian Case [Paper Abstract Due]

**VIII: SPRING BREAK, 3-7 March****IX: CLASS STRUGGLES**

Tues. March 11: Eliminating the Kulaks

Thurs. March 13: The Ukrainian Famine

**X: HOLOCAUSTS**

Tues. March 18: The Holocaust

Thurs. March 20: The Palestinian Nakba

**XI: COLD WAR VIOLENCE**

Tues. March 25: Vietnam

Thurs. March 27: The Khmer Rouge

**XII: THIRD WORLD NATIONALISMS**

Tues. April 1: Bangladesh

Thurs. April 3: Kurdistan

**XIII: BALKAN WARS**

Tues. April 8: Bosnia

[Paper Bibliography & Outline Due]

Thurs. April 10: Kosovo

**XIV: AFRICAN WARS**

Tues. April 15: Rwanda

Thurs. April 17: Congo

**XV: GENOCIDES TODAY**

Tues. April 22: Sri Lankan Tamils

Thurs. April 24: **Holocaust Museum Visit**

**FINAL CLASS MEETING WILL BE DURING EXAM WEEK**

Final 10 Minute Project Presentations [Research Paper Due]