



LONDON SOUTH BANK
UNIVERSITY

Module Guide

Genocide in the
Twentieth Century

Social and Policy Studies
Undergraduate Programme

LEVELS FIVE AND SIX

**FACULTY OF ARTS AND
HUMAN SCIENCES
2011-2012, Semester Two**

become what you want to be

Faculty of Arts and Human Sciences

Module Title:	Genocide in the Twentieth Century
Levels:	5 and 6
Ref No:	PPO-2-G20 (Level 5) PPO-3-G20 (Level 6)
Number of Credits:	1
Student Study hours:	150 hours
Class contact hours:	40 hours
Private study hours:	110 hours
Pre-requisites:	Level Four and/or Five modules
Module Coordinator:	Dr Lisa Pine, Room B243 Tel: 020 7815 8092 email: pinel@lsbu.ac.uk
Parent Department:	Department of Social Sciences
Parent Course:	SPS Undergraduate Scheme

Short Description:

This module explores the history of genocide in the twentieth century. It begins with an introduction to the concept of genocide. It then examines colonial genocides, the Armenian Genocide of 1915-16, the Nazi 'Final Solution' and the Nazi genocide of the 'Gypsies', genocides in Cambodia, Yugoslavia and Rwanda. It analyses the dynamics of genocide – the processes and mechanisms of acts committed with the intention of destroying, in whole or in part, a national, ethnic, religious or racial group – in order to shed light upon their origins and consequences.

Aims:

To provide students with a detailed understanding of the history of genocide
To utilise and critically evaluate historical sources
To examine the debates surrounding the subject

Learning Outcomes:

At the end of the module, students should have acquired:
An in-depth understanding of the history of genocide
An enhanced ability to critically examine historical sources
The ability to construct coherent arguments
An ability to critically evaluate sources and debates

Transferable Skills:

At the end of the module, students should have acquired:
Effective time management skills

The ability to work on tasks in small groups and independently
Good written and oral communication skills
The ability to work to deadlines

UEQ Summary 2010-11

The majority of students thought that the lectures and seminars were good or very good. Most students thought the information on Blackboard was good or very good. Most students thought the module guide was extremely useful or very useful and that the assessment was very useful or extremely useful. Feedback on assessment was not available at the time of response. The majority of students found the lectures and seminars valuable and valued the helpfulness of teaching staff. Individual comments by students indicated that use of audiovisual aids was good. The module was well taught and well received overall.

Teaching and Learning Pattern:

The module will be taught by a series of weekly lectures and seminars. The lectures will introduce students to the broad themes and debates. The seminars will include small group discussions and tasks. It is essential that students read around the subject and come to seminars prepared. The module programme also includes a study visit to the Imperial War Museum.

Assessment:

At Level 5, a 3,000 word coursework essay.

At Level 6, a 4,000 word coursework essay.

You must state your word count at the end of your work. Please note the following deductions of marks for over length work.

Over 10% over word length - deduct 5 marks.

Over 20% over word length - deduct 8 marks.

Over 25% over word length - deduct 10 marks.

Over 50% over word length - deduct 20 marks.

The pass mark is 40%.

Assessment Objectives:

All coursework essays and examination scripts are assessed in relation to the individual learning outcomes for each module. Requirements in

relation to the level of conceptual analysis and acquired skills will intensify with the student's progression through the course.

At Level Four:

The overall learning outcome of level four modules is that the student should be able to demonstrate a good knowledge of basic institutions, concepts and ideas, in the Politics area and should be attempting to provide some analysis of alternative views. In particular, at the end of level four, students should have acquired a number of key skills, which should be reflected in their written work:

- the ability to collect, sift and record information from a variety of sources (e.g. library, database, lectures);
- the ability to distinguish between description and analysis in information sources;
- the ability to isolate key arguments within source material;
- the ability to use information to present a relevant and coherent argument in written and oral form (e.g. 2,000 word essay and a ten minute oral presentation).

At Level Five:

The conceptual analysis and skills developed at level four will be deepened, and students will develop their interactive skills within a learning group. Additionally, students will be expected to demonstrate:

- the ability to distinguish between differing viewpoints;
- the ability to identify key elements of a problem and choose the theories/methods for its resolution;
- the ability to analyse political systems using comparative methodology;
- the ability to research a topic of their choice as part of a group, and to present this research in oral and written form (Group Project).

At Level Six:

Students will be expected to demonstrate:

- the ability to identify and define problems in the area of inter-state relations;
- the ability to apply appropriate knowledge and skills to the solution of problems;
- a clear understanding of the relation between economic, social and political factors in international political processes;
- a clear understanding of the influence of global political forces on international relations;
- the ability to present in written form a critical piece of academic analysis and research, demonstrating a firm grasp of

methodological principles in the selection and use of themes for a more specialised piece of work (10,000 word Contemporary Issues Project).

At level six, the student should be able to critically review evidence-supporting conclusions and to assess its validity and significance.

Marking Criteria

At all levels, five areas of assessment objective can be recognised:

1. Knowledge of the topic - ideas, concepts and institutions
2. Analysis of issues and an awareness of different viewpoints
3. Evaluation of competing explanations or theories applied to a problem
4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system
5. Skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following model marking scheme should apply:

Fail	0-30%	Badly misunderstands the question; contains factual errors; none of basic objectives are achieved
	30-35%	Some knowledge of topic and examples, but objectives 2-5 not met
	35-39%	Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met
Third	40-49%	Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1,2,3,4,; low on objective 5
2:ii	50-59%	Exhibits good knowledge of the topic; can distinguish different approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5
2:i	60-69%	Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and

		evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3
First	70-79%	Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives covered
	80% +	Same as the range 70-79% but adds a deeper understanding and evaluation of the issues and can "impose oneself on the subject"

Plagiarism

Plagiarism is the act of taking the words or ideas of others and passing them off as your own. In many cases plagiarism takes the form of copying from books and articles without full and accurate acknowledgement of sources. This can happen unintentionally when you use notes taken from a book/journal article and put them directly into your essay without properly attributing the source. Whether intentional or not, plagiarism is not acceptable in any circumstances. It is regarded as a form of cheating and there are strict University regulations to deal with it if it is discovered. You will find a summary of the University regulations & procedures governing plagiarism in your Student Handbook. You must read this carefully. It is vital when taking notes to:

- (1) Note the FULL reference of the book/article at the top of the first page of notes.
- (2) Keep a precise note of the page numbers of any quoted material (for example in the margins of your notes)
- (3) Use precise double quote marks at the beginning & end of any quotes in your notes and check that any quotes/material used in your essay is accurately and carefully attributed.

Referencing and Bibliography

All dissertations must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the dissertation. There are two well known systems of referencing which can be used for academic work. They are the Harvard System and the Notes System.

The Harvard System

This takes the form of giving details of the author and date of publication in square brackets after the relevant place in the text, for example [Pugh: 1994]. The full reference to this text is then given in the Bibliography. When citing specific arguments or using quotations

the page number must also be given in the bracket: e.g. [Thompson: 1963, p. 66].

Note: When using sources which themselves quote or paraphrase other pieces of work always cite the source that you have consulted, e.g. Bentham believed ... [Garland: 1985, p. 77]. The source in the bracket should be listed in the Bibliography.

Perry Library has a very detailed Help Sheet on the operation of the Harvard system. You should obtain a copy from the Library and read it carefully.

When constructing the Bibliography, works should be listed by authors' surnames in alphabetical order. When you have used two or more works by the same author these should be listed by chronological order of publication. Where there are two or more works by one author in the same year they should be distinguished in the text and the bibliography by a letter [a, b, c] thus [Tilly: 1977a], [Tilly: 1977b].

Titles of books and journals should always be underlined or in italics and the date of publication given.

Books should be cited in the following manner:

K. Laybourn, Britain on the Breadline, (1990)

J. Stevenson and C. Cook, The Slump (1977)

Articles should be cited In the following manner:

G. Fennell, "The Second World War and the Welfare State in Britain: Sociological Interpretations of Historical Development," in L. Jamieson and H. Corr, State, Private Life, and Political Change, (1990)

Articles in journals should be cited giving volume and issue number as well as date, for example:

J. Tomlinson, "Planning: Debate and Policy in the 1940s", Twentieth Century British History, 3(2), 1992

The Notes System

With this system references are cited in the text by means of consecutive numerals and the sources given either at the bottom of the relevant page [footnotes] OR gathered together in numerical order at the end of the text [endnotes]. The footnote/endnote usually gives full text citation the first time a particular source is used. Subsequent citations of the same source can be abbreviated. The text references are gathered together at the end of the essay for the Bibliography, set out in the manner described above. Many word processing programmes now have easily operated systems for creating and editing footnotes/endnotes.

You may use either of these referencing systems.

BUT the important point is to be consistent and not to mix them.

If you have any doubt on how to, for example, write up notes, bibliographies and references seek the guidance of your supervisor as soon as possible.

Book reference

Author, Title, Place of publication, Publisher, Year of publication
e.g. A. Smith, Dissertations, London: Sage, 1997

Review Reference

Author, "Title of paper", Review, volume and number, Year of publication.
E.g. A. Smith, "Understanding dissertations", The Contemporary Review, Vol.111 No.3, 1997

Where you quote or cite directly from the text you **MUST** add the page number from where it was taken. This is added to the end of the reference.

E.g. A. Smith, "Understanding dissertations", The Contemporary Review, Vol.111 No.3, 1997, p. 56 (or pp. if multiple pages)

Internet/www reference

Cite the reference page and the date of your reference
E.g. <http://www.lon.hookup.net/lpffa/bill84.htm> 16.6.97

CD reference

Title, year of publication
E.g. Encarta 95, 1995 edition (the date will be found on the CD disk itself)

NOTE: Word-limits, the rules on plagiarism, the deadlines will be strictly adhered to and in accordance with University regulations.

Guidelines for Website Referencing

There is no standard format for citing internet resources within academia and different publishers, academic journals and universities have their own styles. Please find below the recommended format for website referencing within the Department of Social and Policy Studies and all students submitting coursework within the department are required to follow the format as set out below.

The term **Online** in brackets indicates the medium consulted, and should be used for all internet sources.

The **Accessed date** is the date on which you viewed or downloaded the document. This allows for any subsequent changes to the document. Remember that pages are constantly erased from the web and there is no guarantee that you will ever find that page again.

1. Individual Works: For example

Trangmar, K, (1999), Y2K: the cost effective solution to tackling the Millennium Bug (Online). Harlend Computer Services.
<http://www.cix.co.uk/-harlend/y> (Accessed 26 June 2008).

2. Electronic Journals: For example

Cumper, P. and Rodgers, M.E. (1997), Equality for All? Higher Education and the Disability Discrimination Act 1995 Web Journal of Current Legal Issues (Online). 1997, 3. Available from:
<http://www.ncl.ac.uk/-nlawwww/1997/issue3/cumper3.html>
(Accessed 30 June 1997).

When using the Harvard Reference System it is acceptable to list the author and date of the work along with its (Online) status and the (date accessed) for a text reference. In your bibliography you are required to provide the full reference in line with the examples provided above.

For example:

Harvard Reference in the body of the text: (Trangmar: (1999) (Online) (Accessed 26 June 2008))

Bibliography Reference: Trangmar, K, (1999), Y2K: the cost effective solution to tackling the Millennium Bug (Online). Harlend Computer Services. <http://www.cix.co.uk/-harlend/y> (Accessed 26 June 2008).

Indicative Content:

What is genocide? Understanding the terminology and concept;
Colonial Genocides; The Armenian Genocide of 1915-16; Nazi Germany and the 'Final Solution'; Cambodia and the Pol Pot Regime; Yugoslavia; Rwanda.

CORE READING:

F. Chalk and K. Jonassohn, *The History and Sociology of Genocide: Analyses and Case Studies* (New Haven and London, 1990)

R. Gellately and B. Kiernan, *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge, 2003)

M. Mann, *The Dark Side of Democracy: Explaining Ethnic Cleansing* (Cambridge, 2005)

M. Midlarsky, *The Killing Trap: Genocide in the Twentieth Century* (Cambridge, 2005)

E. Staub, *The Roots of Evil: The Origins of Genocide and Other Group Violence* (Cambridge, 1989)

BACKGROUND READING:

G. Andreopoulos, (ed.), *Genocide: Conceptual and Historical Dimensions* (Philadelphia, 1994)

O. Bartov, *Mirrors of Destruction: War, Genocide and Modern Identity* (Oxford, 2000)

L. Chorbajian and G. Shirinian, eds., *Studies in Comparative Genocide* (London, 1999)

H. Fein, *Genocide: A Sociological Inquiry* (London, 1993)

S. Jensen, ed., *Genocide: Cases, Comparisons and Contemporary Debates* (2003) available online through <http://diis.dk/sw13081.asp>

A. Jones, *Genocide: A Comprehensive Introduction* (2006)

A. Kimenyi and O. Scott (eds), *Anatomy of Genocide: State-Sponsored Mass Killings in the Twentieth Century* (2001)

L. Kuper, *Genocide: Its Political Use in the Twentieth Century* (Yale, 1981)

M. Levene, *Genocide in the Age of the Nation State. Vol. 1: The Meaning of Genocide* (2005); *Vol. 2: The Rise of the West and the Coming of Genocide* (2005)

W. Rubinstein, *Genocide: A History* (2004)

R.J. Rummel, *Death By Government* (1996)

W. Schabas, *Genocide in International Law* (Cambridge, 2000)

N. Scheper-Hughes and P. Bourgois (eds), *Violence in War and Peace: An Anthology* (2004)

D. Stone, *History, Memory and Mass Atrocity: Essays on the Holocaust and Genocide* (2006)

- C. Tilly, *The Politics of Collective Violence* (Cambridge, 2003)
- S. Totten, W. Parsons and I. Charny (eds), *Century of Genocide: Eyewitness Accounts and Critical Views* (1997)
- S. Totten and P. Bartrop (eds), *The Genocide Studies Reader* (London, 2009)
- B. Valentino, *Final Solutions: Mass Killing and Genocide in the Twentieth Century* (2004)
- I. Wallimann and M. Dobkowski (eds), *Genocide and the Modern Age: Etiology and Case Studies of Mass Death* (2nd ed 2000)
- I. Wallimann and M. Dobkowski (eds), *The Coming Age of Scarcity: Preventing Mass Death and Genocide in the Twenty-first Century* (1997)
- E. Weitz, *A Century of Genocide: Utopias of Race and Nation* (Princeton, 2003)

Useful Websites:

www.yale.edu.ygp Yale Genocide Program

www.ess.uwe.ac.uk/genocide.htm Web Genocide Documentation Centre

www.umn.edu/humanrts/instree/auox.htm UN documents

www.preventgenocide.org writings by Lemkin; information about prosecution and prevention of genocide

www.usip.org/library/topics/genocide.html United States Institute of Peace; useful collection of documents and links mainly relating to prosecution of genocide

www.enogs.com - website of the European Network of Genocide Scholars

www.isg-iags.org - website of the International Association of Genocide Scholars

www.un.org United Nations website

www.hrw.org Human Rights Watch

www.wcw.org War Criminal Watch

Additional specific reading is given below under the weekly topics.

Week 1 What is genocide?

UN Convention on Genocide (1948), online at: www.un.org and printed in many other books (e.g. Gellately and Kiernan, Chalk and Jonassohn, Andreopoulos)

F. Chalk, 'Redefining Genocide' and I. Charny, 'Toward a Generic Definition of Genocide' in G. Andreopoulos (ed.), *Genocide: Conceptual and Historical Dimensions* (1994)

H. Huttenbach, 'From the Editor: Towards a Conceptual Definition of Genocide', *Journal of Genocide Research*, 4:2 (2002)

R. Lemkin, 'Genocide as a Crime under International Law', *American Journal of International Law*, 41 (1947), and 'Genocide: A Modern Crime', *Free World*, 4 (1945), both online at: www.preventgenocide.org/lemkin

R. Lemkin, *Axis Rule in Occupied Europe: Laws of Occupation, Analysis of Government, Proposals for Redress* (1944)

M. Levene, 'Why is the Twentieth Century the Century of Genocide?', *Journal of World History*, 11:2 (2000)

M. Lippman, 'A Road Map to the 1948 Convention on the Prevention and Punishment of the Crime of Genocide', *Journal of Genocide Research*, 4: 2 (2002)

U. Makino, 'Final Solutions, Crimes Against Mankind: On the Genesis and Criticism of the Concept of Genocide', *Journal of Genocide Research*, 3:1 (2001)

J. Morsink, 'Cultural Genocide, the Universal Declaration, and Human Rights', *Human Rights Quarterly*, 21: 4 (1999)

D. Moshman, 'Conceptual Constraints on Thinking about Genocide', *Journal of Genocide Research*, 3:3 (2001)

C. Scherrer, 'Towards a Theory of Modern Genocide. Comparative Genocide Research: Definitions, Criteria, Typologies, Cases, Key Elements, Patterns and Voids', *Journal of Genocide Research*, 1: 1 (1999)

S. Stein, 'Conceptions and Terms: Templates for the Analysis of Holocausts and Genocides', *Journal of Genocide Research*, 7:2 (2005)

S. Strauss, 'Contested Meanings and Conflicting Imperatives: A Conceptual Analysis of Genocide', *Journal of Genocide Research*, 3:3 (2001), pp. 349-75.

Week 2 Colonial Genocides

J. Bridgman, *The Revolt of the Hereros* (1981)

R. Broome, *Aboriginal Australians* (2000)

M. Cocker, *Rivers of Blood, Rivers of Gold: Europe's Conflict with Tribal Peoples* (1998)

J. Gewald, *Herero Heroes: A Socio-Political History of the Herero of Namibia 1890-1923* (1999)

I. Hull, *Absolute Destruction: Military Culture and the Practices of War in Imperial Germany* (2004)

B. Madley, 'Patterns of Frontier Genocide 1803-1910: The Aboriginal Tasmanians, the Yuki of California and the Herero of Namibia', *Journal of Genocide Research*, 6:2 (2004)

A. Dirk Moses (ed.), *Genocide and Colonialism* (New York, 2005)

A. Dirk Moses (ed.), *Genocide and Settler Society: Frontier Violence and Stolen Aboriginal Children in Australian History* (Oxford, 2004)

A. Palmer, *Colonial Genocide* (Adelaide, 2000)

H. Reynolds, *An Indelible Stain? The Question of Genocide in Australia's History* (Ringwood, 2001)

H. Reynolds, *Why Weren't We Told?* (1999)

D. Stone, 'White Men with Low Moral Standards? German Anthropology and the Herero Genocide', *Patterns of Prejudice*, 35:2 (2001)

C. Tatz, 'Genocide in Australia', *Journal of Genocide Research*, 1:3 (1999)

Week 3 The Armenian Genocide of 1915-16

P. Balakian, *The Burning Tigris: The Armenian Genocide and International Human Rights* (2004)

D. Bloxham, *The Great Game of Genocide: Imperialism, Nationalism and the Destruction of the Ottoman Armenians* (Oxford, 2005)

- D. Bloxham, 'The Armenian Genocide of 1915-1916: Cumulative Radicalisation and the Development of a Destruction Policy', *Past and Present*, 181 (2003)
- D. Bloxham, 'Three Imperialisms and a Turkish Nationalism: International Stresses, Imperial Disintegration and the Armenian Genocide', *Patterns of Prejudice*, 36:4 (2002)
- V. Dadrian, *The History of the Armenian Genocide: Ethnic Conflict from the Balkans to Anatolia to the Caucasus* (New York, 2003)
- V. Dadrian, 'The Role of the Special Organisation in the Armenian Genocide during the First World War', in P. Panayi (ed.), *Minorities in Wartime* (Oxford, 1993)
- V. Dadrian, 'The Secret Young Turk Ittihadist Conference and the Decision for the World War I Genocide of the Armenians', *Holocaust and Genocide Studies* 7:2 (1993)
- V. Dadrian, *Warrant for Genocide: Key Elements of the Turko-Armenian Conflict* (New Brunswick, 1999)
- V. Dadrian, 'The Determinants of the Armenian Genocide', *Journal of Genocide Research* 1:1 (1999)
- G. Graber, *Caravans to Oblivion: The Armenian Genocide, 1915* (1996)
- R. Hovannisian (ed.), *The Armenian Genocide: History, Politics, Ethics* (Basingstoke, 1992)
- R. Hovannisian (ed.), *The Armenian Genocide in Perspective* (1986)
- A. Macfie, *The End of the Ottoman Empire, 1908-1923* (London, 1998)
- M. Mann, *The Dark Side of Democracy* (Cambridge, 2005), chapters 5 and 6
- R. Melson, *Revolution and Genocide: On the Origins of the Armenian Genocide and the Holocaust* (Chicago, 1992)
- R. Melson, 'The Armenian Genocide as Precursor and Prototype of Twentieth-Century Genocide', in A. Rosenbaum (ed.), *Is the Holocaust Unique? Perspectives on Comparative Genocide* (Boulder, 1996).
- N. Naimark, *Fires of Hatred: Ethnic Cleansing in Twentieth-Century Europe* (Cambridge, 2001), esp. pp. 17-56.
- M. Oke, *The Armenian Question, 1914-1923* (Oxford, 1988)

R. Rummel, *Death by Government* (New Brunswick, 1994), esp. pp. 209-40

J. Winter, 'Under Cover of War: The Armenian Genocide in the Context of Total War', in R. Gellately and B. Kiernan, *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge, 2003)

J. Winter (ed.), *America and the Armenian Genocide of 1915* (2004)

Week 4 Nazi Germany and the 'Final Solution'

Week 5 Study visit to Holocaust Exhibition at the Imperial War Museum

G. Aly, *'Final Solution': Nazi Population Policy and the Murder of European Jews* (London, 1999)

D. Bankier, *The Germans and the Final Solution* (Oxford, 1996)

D. Bankier (ed.), *Probing the Depths of German Antisemitism: German Society and the Persecution of the Jews, 1933-1941* (New York, 2000)

O. Bartov, *Murder in our Midst: The Holocaust, Industrial Killing and Representation* (Oxford, 2001)

O. Bartov (ed.), *The Holocaust: Origins, Implementation, Aftermath* (London, 1999)

Y. Bauer, *Rethinking the Holocaust* (Yale, 2000), esp. chapters 1-3

Z. Bauman, *Modernity and the Holocaust* (London, 1989)

W. Benz, *The Holocaust: A Short History* (London, 2000)

M. Berenbaum and A. Peck (eds), *The Holocaust and History: The Known, the Unknown, the Disputed and the Re-examined* (1998)

C. Browning, *Nazi Policy, Jewish Workers, German Killers* (Cambridge, 2000)

C. Browning, *The Origins of the Final Solution: The Evolution of Nazi Jewish Policy* (London, 2004)

M. Burleigh and W. Wippermann, *The Racial State: Germany 1933-1945* (Cambridge, 1991)

- D. Cesarani (ed.), *The Final Solution: Origins and Implementation* (London, 1994)
- D. Dwork and R. van Pelt, *Holocaust: A History* (2002)
- H. Friedlander, *The Origins of Nazi Genocide: From Euthanasia to the Final Solution* (1995)
- S. Friedländer, *Nazi Germany and the Jews, Vol. 1: The Years of Persecution 1933-1939* (1997)
- R. Gellately, 'The Third Reich, the Holocaust, and Visions of Serial Genocide', in R. Gellately and B. Kiernan, *The Specter of Genocide: Mass Murder in Historical Perspective* (Cambridge, 2003), chapter 11
- U. Herbert (ed.), *National Socialist Extermination Policies: Contemporary German Perspectives and Controversies* (2000)
- R. Hilberg, *Perpetrators, Victims, Bystanders: The Jewish Catastrophe, 1933-1945* (London, 1992)
- M. Marrus, *The Holocaust in History* (London, 1987)
- L Pine, *Hitler's 'National Community': Society and Culture in Nazi Germany* (London, 2007)
- D. Stone (ed.), *The Historiography of the Holocaust* (London, 2004)

Week 6 The Nazi Genocide of the 'Gypsies'

- B. Alt and S. Folts, *Weeping Violins: The Gypsy Tragedy In Europe* (Kirkville, 1996)
- M. Burleigh and W. Wippermann, *The Racial State: Germany 1933-1945* (Cambridge, 1991)
- K. Fings, H. Heuss and F. Sparing, *From "Race Science" to the Camps: The Gypsies during the Second World War* (Hatfield, 1997)
- I. Hancock, *The Pariah Syndrome: An Account of Gypsy Slavery and Persecution* (Ann Arbor, 1987)
- D. Kenrick and G. Puxon, *The Destiny of Europe's Gypsies* (London, 1972)
- D. Kenrick and G. Puxon, *Gypsies under the Swastika* (Hatfield, 1995)

G. Lewy, 'Himmler and the "Racially Pure Gypsies"', *Journal of Contemporary History* Vol. 34, No. 2 (1999), pp. 201-14.

G. Lewy, *The Nazi Persecution of the Gypsies* (Oxford, 2000)

S. Milton, "'Gypsies" as Social Outsiders in Nazi Germany', in R. Gellately and N. Stoltzfus (eds), *Social Outsiders in Nazi Germany* (Princeton, 2001)

L Pine, *Hitler's 'National Community': Society and Culture in Nazi Germany* (London, 2007)

D. Stone (ed.), *The Historiography of the Holocaust* (London, 2004)

Week 7 Cambodia

D. Chandler and B. Kiernan (eds), *Revolution and Its Aftermath in Kampuchea: Eight Essays* (1983)

D. Chandler, *A History of Cambodia* (1996)

D. Chandler, *The Tragedy of Cambodian History* (1991)

D. Chandler, *Voices from S-21: Terror and History in Pol Pot's Secret Prison* (2000)

A. Hinton, *Why Did They Kill? Cambodia in the Shadow of Genocide* (Berkeley, 2005)

K. Jackson, *Cambodia 1975-1978: Rendezvous with Death* (Princeton, 1989)

B. Kiernan, *The Pol Pot Regime: Race, Power and Genocide in Cambodia under the Khmer Rouge, 1975-1979* (1996)

B. Kiernan, 'Myth, Nationalism and Genocide', *Journal of Genocide Research*, 3:2 (2001)

B. Kiernan (ed.), *Genocide and Democracy in Cambodia: The Khmer Rouge, the United Nations and the International Community* (1993)

K. Kiljunen (ed.), *Kampuchea: Decade of the Genocide* (1984)

M. Mann, *The Dark Side of Democracy* (Cambridge, 2005), chapter 11

H. Ngor and R. Warner, *Survival in the Killing Fields* (2003)

D. Pran (ed.), *Children of Cambodia's Killing Fields: Memoirs by Survivors* (1997)

P. Short, *Pol Pot: The History of a Nightmare* (2004)

M. Vickery, *Cambodia 1975-1982* (1985)

E. Weitz, *A Century of Genocide: Utopias of Race and Nation* (Princeton, 2003), chapter 4

Week 8 Yugoslavia

R. Ali and L. Lifschutz, *Why Bosnia?* (Boston, 1992)

B. Anzulovic, *Heavenly Serbia: From Myth to Genocide* (1999)

S. Broz (ed.), *Good People in an Evil Time: Portraits of Complicity and Resistance in Bosnia-Herzegovina* (2004)

D. Campbell, *National Deconstruction: Violence, Identity and Justice in Bosnia* (Minneapolis, 1998)

C. Carmichael, *Ethnic Cleansing in the Balkans: Nationalism and the Destruction of Tradition* (2002)

N. Cigar, *Genocide in Bosnia: The Policy of "Ethnic Cleansing"* (1995)

R. Crampton, *The Balkans since the Second World War* (London, 2002)

T. Cushman and S. Mestrovic (eds), *This Time We Knew: Western Responses to Genocide in Bosnia* (1996)

D. Dyker and I. Vejvoda (eds), *Yugoslavia and After – A Study in Fragmentation, Despair and Rebirth* (London, 1996)

M. Glenny, *The Fall of Yugoslavia* (London, 1995)

J. Honig and N. Both, *Srebrenica: Record of a War Crime* (1997)

T. Judah, *Kosovo: War and Revenge* (Yale, 2000)

B. Magas, *The Death of Yugoslavia: Tracking the Break-Up* (London, 1993)

B. Magas (ed.), *The Wars over Croatia and Bosnia* (London, 2001)

N. Malcolm, *Bosnia: A Short History* (London, 1996)

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- M. Mann, *The Dark Side of Democracy* (Cambridge, 2005), chapters 12 and 13
- V. Meier, *Yugoslavia – A History of its Demise* (London, 1999)
- S. Ramet, *Balkan Babel: The Disintegration of Yugoslavia from the Death of Tito to the War for Kosovo* (Boulder, 1999)
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Week 9 Rwanda

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- A. Destexhe, *Rwanda and Genocide in the Twentieth Century* (London, 1995)
- N. Eltringham, *Accounting for Horror: Post-Genocide Debates in Rwanda* (2003)
- A. Des Forges, *Leave None to Tell the Story: Genocide in Rwanda* (New York, 1999)
- J. Hatzfeld, *Machete Season: The Killers in Rwanda Speak* (2005)
- D. Kakukama, *The Rwandan Conflict* (Kampala, 1999)
- S. Khan, *The Shallow Graves of Rwanda* (2004)
- A. Klinghoffer (ed.), *The International Dimension of Genocide in Rwanda* (Basingstoke, 1998).

M. Mamdani, *When Victims become Killers: Colonialism, Nativism and the Genocide in Rwanda* (Princeton, 2001)

M. Mann, *The Dark Side of Democracy* (Cambridge, 2005), chapters 14 and 15

L. Melvern, *A People Betrayed: The Role of the West in Rwanda's Genocide* (London, 2000)

L. Melvern, *Conspiracy to Murder: The Rwandan Genocide* (2004)

R. Omar and A. de Waal, *Rwanda: Death, Despair and Defiance* (1995)

G. Prunier, *The Rwandan Crisis: History of a Genocide* (New York, 1995)

C. Taylor, 'The Cultural Face of Terror in the Rwandan Genocide of 1994', in A. Hinton (ed.), *Annihilating Difference: The Anthropology of Genocide*

Week 10 Tutorials with Module Coordinator (No lectures or seminars)

Week 11 Screening: *Hotel Rwanda*

Week 12 Conclusion and Module Summary