Name of Graduate Certificate: Genocide and Human Rights

College: Arts and Sciences  Department: Africana Studies

Contacts:

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone</th>
<th>e-mail address</th>
<th>Location</th>
<th>Mail Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grad Cert Director</td>
<td>Dr. Eric Duke</td>
<td>4-4442</td>
<td><a href="mailto:eduke@cas.usf.edu">eduke@cas.usf.edu</a></td>
<td>FAO 270</td>
<td>FAO 270</td>
</tr>
<tr>
<td>Advisor</td>
<td>Dr. Edward Kissi</td>
<td>4-7784</td>
<td><a href="mailto:ekissi@cas.usf.edu">ekissi@cas.usf.edu</a></td>
<td>FAO265</td>
<td>FAO270</td>
</tr>
<tr>
<td>Admin. Asst.</td>
<td>Ms. Irina Ramirez</td>
<td>4-4177</td>
<td><a href="mailto:irivera@cas.usf.edu">irivera@cas.usf.edu</a></td>
<td>FAO 269</td>
<td>FAO 270</td>
</tr>
</tbody>
</table>

Academic Requirements:

Total Credit Hours Required: 18 credit hours
Implementation Date: Fall 2010
Expected Enrollment: 10 per year
Time Limit for Completion: 3 years

Other programs this graduate certificate links to: Master of Liberal Arts

Curriculum – List graduate certificate courses:

<table>
<thead>
<tr>
<th>Course number</th>
<th>Title/Credits</th>
<th>Faculty Member</th>
<th>Delivery Method</th>
<th>Required or Elective</th>
<th>New or existing</th>
<th>Part of another grad certificate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFA 6355</td>
<td>African American Comm. Research</td>
<td>C. Rodriguez</td>
<td>Traditional</td>
<td>Required</td>
<td>Ex.</td>
<td></td>
</tr>
<tr>
<td>AFA 6XXX</td>
<td>Seminar in Genocide &amp; Human Rights</td>
<td>E. Kissi</td>
<td>Traditional</td>
<td>Required</td>
<td>New</td>
<td></td>
</tr>
<tr>
<td>AFA 6XXX</td>
<td>Internship/ Florida Holocaust Museum</td>
<td>C. Bass (Head)</td>
<td>Traditional</td>
<td>Required</td>
<td>New</td>
<td></td>
</tr>
<tr>
<td>AFA 6108</td>
<td>Social Constr. of Race and Racism</td>
<td>R. Kaplan</td>
<td>Traditional</td>
<td>Required</td>
<td>Ex.</td>
<td></td>
</tr>
</tbody>
</table>

Choose TWO elective courses:

<table>
<thead>
<tr>
<th>Course number</th>
<th>Title/Credits</th>
<th>Faculty Member</th>
<th>Delivery Method</th>
<th>Required or Elective</th>
<th>New or existing</th>
<th>Part of another grad certificate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFA 6700</td>
<td>Global Challenge of Diversity</td>
<td>R. Kaplan</td>
<td>Traditional</td>
<td>Elective</td>
<td>Ex.</td>
<td></td>
</tr>
<tr>
<td>AFA 6932</td>
<td>Afro Latin Caribbean History</td>
<td>E. Duke</td>
<td>Traditional</td>
<td>Elective</td>
<td>Ex.</td>
<td></td>
</tr>
</tbody>
</table>

PUBLIC HEALTH

<table>
<thead>
<tr>
<th>Course number</th>
<th>Title/Credits</th>
<th>Faculty Member</th>
<th>Delivery Method</th>
<th>Required or Elective</th>
<th>New or existing</th>
<th>Part of another grad certificate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHC 6230</td>
<td>Foundations in Humanitarian Asst'ce</td>
<td>W. Westhoff</td>
<td>Traditional</td>
<td>Elective</td>
<td>Ex.</td>
<td></td>
</tr>
</tbody>
</table>

PHILOSOPHY

<table>
<thead>
<tr>
<th>Course number</th>
<th>Title/Credits</th>
<th>Faculty Member</th>
<th>Delivery Method</th>
<th>Required or Elective</th>
<th>New or existing</th>
<th>Part of another grad certificate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 6934</td>
<td>Philosophy of Culture</td>
<td>O. Schutte</td>
<td>Traditional</td>
<td>Elective</td>
<td>Ex.</td>
<td></td>
</tr>
<tr>
<td>PHM 6646</td>
<td>Seminar in Development Ethics</td>
<td>M. Schonfeld</td>
<td>Traditional</td>
<td>Elective</td>
<td>Ex.</td>
<td></td>
</tr>
<tr>
<td>PHI 6934</td>
<td>Seminar in Environmental Ethics</td>
<td>M. Schonfeld</td>
<td>Traditional</td>
<td>Elective</td>
<td>Ex.</td>
<td></td>
</tr>
</tbody>
</table>

RELIGIOUS STUDIES

<table>
<thead>
<tr>
<th>Course number</th>
<th>Title/Credits</th>
<th>Faculty Member</th>
<th>Delivery Method</th>
<th>Required or Elective</th>
<th>New or existing</th>
<th>Part of another grad certificate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 6444</td>
<td>Liberation Theology</td>
<td>M. Mitchell</td>
<td>Traditional</td>
<td>Elective</td>
<td>Ex.</td>
<td></td>
</tr>
</tbody>
</table>

LATIN AMERICAN STUDIES

<table>
<thead>
<tr>
<th>Course number</th>
<th>Title/Credits</th>
<th>Faculty Member</th>
<th>Delivery Method</th>
<th>Required or Elective</th>
<th>New or existing</th>
<th>Part of another grad certificate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 6936</td>
<td>Citizenship &amp; Democracy in Latin Am.</td>
<td>B. Reiter</td>
<td>Traditional</td>
<td>Elective</td>
<td>Ex.</td>
<td></td>
</tr>
</tbody>
</table>
Course location/delivery:
This graduate certificate curriculum is offered at the Tampa campus

Brief Description:
The Certificate in Genocide and Human Rights (CGHR) is broad in its conceptual scope, methodology and focus. It examines, from a comparative and global perspective, organized violence intended to destroy particular groups of people. It pays particular attention to the similarities and differences in the causes and patterns of these forms of state-sanctioned violence against groups and the effects they have had on the memory and mental health of the surviving victims and perpetrators. It will also assess how the societies in which these types of violence occur address those painful memories through measures aimed at seeking justice and reconciliation. In concept and objective, this certificate goes beyond the study of wholesale or partial extermination of groups (genocide). It incorporates the study of systemic and systematic abuses of fundamental human rights which often constitute the precursors of genocide. These forms of violence include enslavement; organized lynching of groups; systematic rape of women in conflict situations; political mass murder; ethnic cleansing; and forced deportations aimed at dehumanizing and undermining the survival of target groups. This certificate is an intellectual inquiry into human behavior and the ramifications of prejudice in pluralistic societies.

Credit toward graduate degree: Up to 12 hours of certificate course credits may be applied to a graduate degree with departmental approval.

Transfer Credit: Non-degree seeking students and transfer students may apply one course to a graduate certificate with departmental approval.

Standardized tests:
None required

Admission requirements:
Degree: Applicants must hold at least a Bachelor's degree from an accredited institution.
GPA: 3.0 minimum.

Prerequisite courses (list specific courses or a certain number of credits in a discipline):

Application Process:
Official Transcripts
Resume
Letter of Interest
Other:

Registration Process: First, consult with the certificate program advisor and obtain an electronic course permit if necessary. Then go to http://usfonline.admin.usf.edu/, the link to OASIS, USF's on-line registration system. Follow directions given on-line.
To access online course materials, students must have the USF NetID (e-mail account).
Please visit: http://www.acomp.usf.edu/feed.php?group=help&item=una to obtain the NetID.

New students, including those studying online, may obtain the USFCard.
Please visit: http://www.auxsvc.usf.edu/usfcard.html to obtain the USFCard.

Tuition and Fees: (Text for this area will be inserted based on the type of certificate selected from the drop-down list below.)
Traditional - all courses delivered on-campus

Financial Aid: Non-degree seeking students are not eligible for financial aid.
Please contact private lenders for information on the types of student loans available.
Purpose – Describe the nature of the graduate certificate program, its primary goals, why it is needed and how it is unique:

The graduate certificate in Genocide and Human Rights is an interdisciplinary program emphasizing both research and practice, comparative in methodology, and global in its curricular structure. It aims at producing thinkers, analysts and activists who seek a deeper understanding of genocide and human rights abuses as crimes against humanity and who plan to dedicate themselves to the creation of just and sustainable societies. The necessity and uniqueness of this certificate reside in the fact that it is the first of its kind at USF and in the State of Florida. Thus, it will prepare teachers in Florida's public schools to fulfill the state mandate that requires all K-12 schools to teach about the Holocaust and Genocide. With USF’s newly concluded agreement of collaboration with the Florida Holocaust Museum (FHM), this certificate offers the needed bridge between the University and the Museum that could expand enrollment in the Museum’s Summer Institute on the Holocaust. USF students enrolled in the certificate who are also teachers in the public school system may undertake their internship training at the Museum to acquire the practical knowledge they will need for teaching courses on the Holocaust, Genocide and Human Rights. Teachers who have already completed the Museum’s Summer Institute, and staff and docents of the Museum, may also seek this certificate for advanced studies in genocide and human rights. Ultimately, this certificate program promotes genocide and human rights education in Florida and strengthens USF’s community engagement endeavors.

Benefits -- Describe how this graduate certificate will benefit students, the department, the university and the community.
See Appendix 1.

Marketing/Outreach -- Describe your target market.
Social scientists; public health professionals; Florida public school teachers; policy-makers; and social activists.

Competition -- List other schools where a similar program is offered and how the courses are delivered, i.e. traditional, partially online, fully online, alternative calendar, telecourse etc.:

<table>
<thead>
<tr>
<th>University</th>
<th>Location</th>
<th>Name of Grad Cert</th>
<th>Delivery Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seton Hall University</td>
<td>Greensburg, PA</td>
<td>Genocide &amp;Holocaust Studies</td>
<td>Traditional</td>
</tr>
<tr>
<td>Drew University</td>
<td>Madison, NJ</td>
<td>Holocaust &amp; Genocide Studies</td>
<td>Traditional</td>
</tr>
<tr>
<td>University of Connecticut</td>
<td>Storres, CT</td>
<td>Human Rights</td>
<td>Traditional</td>
</tr>
</tbody>
</table>

Funding – On a separate sheet, detail costs associated with the start up and operation of the proposed graduate certificate (faculty, staff, equipment, space etc.).
Attach a letter of resource support from your department chair/college dean to the signed proposal.

<table>
<thead>
<tr>
<th>APPROVALS</th>
<th>NAME</th>
<th>SIGNATURE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Deborah Plant</td>
<td></td>
<td>15 Oct 09</td>
</tr>
<tr>
<td>College Committee Chair</td>
<td>Nicole G. Discenza</td>
<td></td>
<td>18 Apr 09</td>
</tr>
<tr>
<td>College Assoc. Dean</td>
<td>Robert Porter</td>
<td></td>
<td>15 Dec 09</td>
</tr>
<tr>
<td>Graduate Council Chair</td>
<td>Jim Strange</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Certificates</td>
<td>Karen Liller or Lagretta Lenker</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 1

GRADUATE CERTIFICATE IN GENOCIDE AND HUMAN RIGHTS

Benefits: Describe how this graduate certificate will benefit students, the department, the university and the community.

The certificate allows the Department of Africana Studies to move the discipline of Africana Studies into applied fields and also pioneer, at USF, a field of study that can have national and global impact. Students interested in applying interdisciplinary tools to investigate the causes and health effects of genocide produced by racial prejudice and other forms of dehumanization will be exposed to non-medical determinants of health. They will acquire skills in public policy and human-rights protection. By assisting students to obtain internships at public and private institutions or national and international organizations engaged in activities related to the objectives of the certificate, the Department will provide students a wide range of career paths in the academy, public and international service. Apart from solidifying the USF-Florida Holocaust Museum (FHM) collaboration, the certificate further links the university to the community by encouraging students to do internships at the Holocaust Museum and undertake field projects that include interviews and video documentation of the experiences of survivors of genocide and other forms of human rights abuses who have recently arrived in the Bay area from all parts of the world. The certificate will provide a forum for docents and curators of the Holocaust Museum to deepen their knowledge of the Holocaust and other genocides. This interdisciplinary graduate certificate also supports USF’s 2007-2012 Strategic Plan of promoting globally-competitive programs, based on “collaboration across departmental, college and campus boundaries,” that address “national and global problems” and improve the quality of life. This certificate presents an opportunity for the Department of Africana Studies and the USF Libraries to build, in a collaborative fashion, a world-class primary and secondary source collection around key themes of the certificate. It is one durable way of positioning USF well for AAU membership and USF Libraries for gaining entrance to the Association of Research Libraries.
15 July 2009

The Graduate Certificates Council
University of South Florida

RE: Graduate Certificate in Genocide and Human Rights

Dear Members of the Graduate Council:

The Florida Holocaust Museum welcomes, and expresses its enthusiastic support for, the proposed graduate certificate in Genocide and Human Rights at the Department of Africana Studies. We see in such a certificate program an opportunity for us to cement our new agreement of collaboration with the University of South Florida. The Florida Public school teachers who attend our annual Summer Institutes in Holocaust Studies and also Genocide and Human Rights can deepen their interests in these fields of study by acquiring the graduate certificate in Genocide and Human Rights. The Museum's staff and docents can also expand their knowledge of the Holocaust, Genocide and Human Rights by enrolling in the graduate certificate program. Given these shared interests, we will, therefore, make our facilities at the Museum available to graduate students in the Certificate program who will need them to fulfill the Internship requirement of their studies.

Should you have any further questions, please feel free to contact me or Ula Szczepinska.

Sincerely,

Carolyn Bass
Executive Director
Florida Holocaust Museum

55 Fifth Street South, St. Petersburg, Florida 33701
Ph: (727) 820-0100 Fax: (727) 821-8435
www.flholocaustmuseum.org
August 17, 2009

The Director  
Metro Initiatives & Graduate Certificates  
Graduate Council  
University of South Florida  
Tampa, Florida, 33620

Dear Director:

I am granting permission for the inclusion of the graduate course in Religious Studies Rel. 6444 Liberation Theology as an elective in the AFA’s proposed graduate certificate in Genocide and Human Rights. We in the Religious Studies Department recognize the importance of such a certificate and our participation in it. We welcome the opportunity to work with this Department on this pioneering project at USF.

Thank you very much.

Sincerely,

Mozella G. Mitchell, Ph.D.

Professor and Chair
August 17, 2009

The Director
Metro Initiatives & Graduate Certificates
Graduate Council
University of South Florida

Re: Graduate Certificate in Genocide and Human Rights.

To Whom It May Concern:

I strongly support the new Graduate Certificate in “Genocide and Human Rights” proposed by the Department of Africana Studies. Our department is delighted to participate in this Certificate as it concerns an increasingly important area of study and we have faculty in our department who have similar research and scholarly interests, with health related perspectives, in that area. We therefore permit the Department of Africana Studies to include our course PHC 6230: Foundations in Humanitarian Assistance as an elective in the proposed graduate certificate.

Sincerely,

[Signature]

BH Kwa, PhD
Professor and Chair of Global Health
August 20, 2009

TO: Metropolitan Initiatives and Graduate Certificates Section, Graduate Council
University of South Florida
FROM: Joanne Waugh, Acting Chair, Department of Philosophy

RE: Proposed Certificate for Studies in Genocide and Human Rights

I am happy to declare my support for the Certificate for Studies in Genocide and Human Rights being proposed by the Department of Africana Studies. The Department of Philosophy is pleased that it may contribute to this proposed program of studies by offering graduate courses that will provide some of the theoretical tools required to investigate questions of genocide and human rights. Courses that we think are especially important in this regard are PHI 6934 Philosophy of Culture, PHM 6646 Seminar in Development Ethics; PHI 6934 Seminar in Environmental Ethics, and PHI 5125 Topics in Feminist Philosophy. These courses may be listed as elective courses for the proposed certificate. There are other Selected Topics offered on occasional basis by the Department of Philosophy that should be of interest to students participating in the proposed program and the Chair of Africana Studies will be apprised when such courses are being offered. Needless to say, this program is both timely and significant; indeed, it is hard to imagine topics more timely and important than genocide and human rights, given recent—and not so recent—history. Indeed, it is somewhat surprising that this program is not already in existence at USF. In any case, it is encouraging to know that it may soon be.
August 27, 2009

To whom it may concern:

I am writing in support of the graduate certificate in Genocide and Human Rights. I believe that this initiative will complement the activities and goals of ISLAC, and that we will find many ways to forge cross-disciplinary collaborations through this initiative. I have a great deal of professional experience in developing human rights curriculum in higher education, and I believe this proposal is both timely and well-constructed.

Human rights is an area of focus that ISLAC hopes to expand upon, and I believe that that the certificate would complement our MA in Latin American and Caribbean studies nicely. I am also confident that this will be a popular option for our students. I will be developing a study abroad program in Argentina that will focus on genocide and human rights in Latin America, and I will also be developing a graduate seminar on human rights and Latin America. And I look forward to collaborating with the Africana studies program on this graduate certificate.

Sincerely,

[Signature]

Rachel A. May
Director, ISLAC
SYLLABUS

AFA 6XXX: SEMINAR ON GENOCIDE AND HUMAN RIGHTS

This is the core seminar for the Graduate Certificate in Genocide and Human Rights in the Department of Africana Studies. The Certificate will draw on the expertise of existing and future faculty of the Department of Africana Studies and other faculty expertise across USF Departments and Colleges. Thus, various instructors will teach this seminar, not at the same time, but alternately once a year. Instructors may alter the course structure, assessment and teaching methods and reading requirements to suit their expertise. But instructors will be required to organize their seminars to emphasize one or both of the twin themes of “genocide” and “human rights” and deal with topics that examine humankind’s capacity for extraordinary evil and cruelty.

Contact Person: Dr. Edward Kissi.
Dept: AFRICANA STUDIES.
Office Location: FA0 270.
E-mail: ekissi@cas.usf.edu.
Office Hours: Tuesdays 10:00am-12:00pm.
Tel.: 974-7784

Required Course Materials

Primary Sources:

Besides the listed primary sources, students are encouraged to consult the USF Libraries’ catalogues for primary source collections on “Genocide” and/or “Human Rights.”


Secondary Sources: Books


**Articles**

[A Course packet of relevant secondary sources to be purchased by Students.]


* Very useful articles on the “genocide” and “human rights” can also be found in past and current issues of the following journals:

   * Journal of Genocide Research.
   * Holocaust and Genocide Studies.
   * Genocide Studies and Prevention.
   * Human Rights

Course Description:

This seminar considers "genocide" (the intentional destruction of particular groups of people by a state or non-state entities) as both a crime against humanity and the ultimate violation of "human rights" (the principles in international law that guarantee every human being a right to life). The seminar examines the evolution of the concepts of "genocide" and "human rights"; the academic debates that have developed around them and the circumstances under which the fundamental “right” of particular groups of people to “life” have been subverted through acts aimed at exterminating and
dehumanizing the targeted people. Because this seminar is intended to explore humankind’s capacity for extraordinary evil and cruelty, it will also look at the health problems that surviving victims of genocide and human rights abuses encounter and the scholarly debate over the types of judicial redress that perpetrator nations can offer these victims, and their descendants, to overcome memories of the past and rebuild societies that guarantee respect for human life. Finally, the seminar will explore the outcomes and implications of using the concepts of “genocide” and “human rights” as analytical tools to study the historical and contemporary experiences of dehumanized and marginalized groups as well as colonized and exploited people in Europe, Africa, Asia, North and South America and the Caribbean.

Course Objectives:

1. Students will learn about the historical development of the concepts of genocide and human rights and how they became part of our modern legal and moral discourse.

2. Students will understand that differences in the physical appearance of peoples and their ways of life are natural aspects of our common humanity.

3. Students will examine the similarities and differences between the Holocaust and other genocides that have occurred in other parts of the world since the attempted extermination of European Jews by the Nazi regime between 1933 and 1945 and, thereby, expand their knowledge of the contexts in which genocide and grave breaches of human rights occur.

4. Students will demonstrate, through written papers and class discussions, an understanding of the role of particular human behaviour such as racism and prejudice in the origins of genocide and human rights abuses and learn about how to combat these destructive human tendencies.

5. Students will have the necessary grounding in interdisciplinary research and also sharpen their writing and analytic skills.

Student Outcomes:

Students who complete the requirements of this course successfully will:

1. expand their knowledge about how and why deliberate destruction of human life happen in a civilized and moral world.

2. learn what it means to be human and the consequences of not living in amity with other human beings in a pluralistic world.
3. apply the concept of genocide and human rights to the study of inhumane acts and understand why it is unhelpful to view all mass murders as genocide, but to draw distinctions between them on the bases of their intent, nature and outcome.

4. evaluate the contributions that the study of genocide and human rights can make toward the promotion of healthy communities and improvement of the quality of life.

5. realize that they have a moral and intellectual responsibility to work towards the preservation of the sanctity of human life.

Course Structure

General discussions or a structured one led by a student or presided over by the Instructor will be the key approach to organizing this graduate seminar. All students are expected to complete all assigned readings before coming to class and should be prepared to participate, effectively, in the day's class discussions. The discussions will focus, among other issues, on the textbook's or article's key theme(s), sources, methodology, interpretations and conclusions and how they increase understanding of the causes of genocide and violations of human rights.

Internships:

The Department will assist students to obtain internships at public and private institutions in the Bay Area or the State of Florida or national and international organizations engaged in activities related to the Certificate. The Department sees this program as an additional pathway to a wide range of careers in the academy, think-tanks, research institutes, UN and other international and non-governmental organizations for USF graduates.

Benefits:

* Useful to students who plan to teach courses on the Holocaust; Genocide; Human Rights or integrate African and African American historical experiences into the broader study of these subjects.

* Advances three of the five key goals of the USF Strategic Plan 2007-2012:

(1) expand world-class interdisciplinary research and scholarly endeavors.
(2) promote globally-competitive graduate and professional programs that support interdisciplinary inquiry.
(3) expand local and global engagement to promote healthy communities and to improve the quality of life.
Attendance Policy

There is no formal attendance policy for this course. Since this is a graduate course, the professor expects graduate students taking this course to exhibit the maturity required of graduate students and attend class regularly. In the event that a student is unable to attend a class, a written explanation of that absence from class, or a physician’s note confirming a visit to a doctor for health reasons, will be required. Such explanations or notes should be given to the professor when the student attends the next class.

Religious Observance and absence policy

Students who hope to be absent from class as a result of the observance of a religious holiday must give a written notice of the days and dates to the instructor by the second class meeting.

Academic Dishonesty Policy

The University of South Florida punishes academic dishonesty including such practices as plagiarism. Plagiarism occurs when an author borrows or lifts the published work of others or uses the exact words of another author without acknowledging through quotation marks; in-text citations or footnotes, that the author has used other people’s works or words. Plagiarism comes in many forms. They include cutting and pasting small or large chunks of other people’s written work from the internet or other sources into one’s work or essays without the necessary acknowledgement of the source or sources of that information. Please note that the “University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit students' assignments to be checked for plagiarism.” Instructor reserves “the right to submit written assignments to this detention system. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.”(SOURCE:USF Undergraduate Studies---Anatomy of A Syllabus. http://www.ugs.usf.edu/ugc/syllabus.htm). Students engaging in plagiarism should expect an automatic FF grade in the course. All students who have registered for this course should visit the Graduate Catalogue Link or the USF Regulation page USF3-0015 http://usf.edu/usfqc/ogc%20web/currentreq.htm to read the university’s regulations, policies and penalties on academic dishonesty.

Notes and Tapes

Notes taken in this class are strictly not for sale. Students who intend to tape-record
discussions and/or presentations in the class should seek permission from the professor. Since this is a graduate course organized in a seminar fashion in which students engage in free and open deliberations on themes and topics in the course, the consent of a majority of the students in the class (more than 50%) will be needed for any use of tapes in the class. Permitted taped lectures or class discussions are not to be sold or distributed for broadcast.

Students with Disabilities

Students with disabilities are responsible for registering with USF’s Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students with disabilities to notify instructors of accommodation needs at least FIVE (5) business days prior to needing the accommodation. A letter from SDS must accompany this request.

Grading

In the grading system adopted for this course, A (85-100) and B+ (80-84) are awarded for outstanding performance in written research essays in which evidence is carefully selected and interpreted in ways that make the author’s thesis clear, and organization of information appealing. Students who gain such grades will also be those who participate effectively in seminar discussions. B (70-79) represents very good work that rises above the minimum required. C (60-69) denotes work that is minimally acceptable in quality and comprehension. D (50-59) indicates performance falling below the minimal standard. F (0-49) signifies failure or no credit.

Grades To Be Determined As Follows:

Research Proposal...........................................20%

Critical Historiographical Essay.........................30%

Major Research Paper/ Internship......................50%

“I” Grade [Incomplete Grade]

In the event that some unforeseen circumstances prevent a student from completing this seminar, the Instructor may consider giving that student an “I” grade. Two key criteria will guide that consideration. One, the student should provide compelling
evidence of the circumstances that prevented him or her from completing and submitting a paper or completing course work. Two, the “I” grade will be awarded when the student requesting it has already completed a substantial portion of course work and assignments and earning a grade of “C” or higher at the time of the request. Students requesting “I” grades must contact the Registrar’s or the Graduate Studies Office to seek more information about USF’s requirements for obtaining an Incomplete Grade.

COURSE ASSIGNMENTS: Mastery of the content of required textbooks and articles, and graduate-level critical and balanced analysis of materials read, will be very important factors in evaluating performance in this graduate course. The content of student essays should also reflect an excellent understanding of three or more of the stated objectives and outcomes of this course. The professor expects students who want very good grades to demonstrate an ability to communicate very good information or persuasive ideas in clear and coherent language.

Course Schedule and Discussion Topics

WEEKS 1 and 2: “GENOCIDE” AND “HUMAN RIGHTS”: ORIGINS AND CONTROVERSIES

[A look at the historical development of the concepts of “genocide” and “human rights” and how they have became part of our contemporary global discourse. Readings and discussions explore the scholarly debate over the moral and legal foundations of genocide and human rights and offer critical thoughts on some of the controversies that have arisen over their invocation and application, especially the questions that Michael Ignatieff has raised in his book: In what sense are human rights universal? Is there a single moral [or legal] foundation for human rights that spans many cultures, or are there many culturally specific moral [or legal] foundations, or none?]?

WEEKS 3 and 4: SOCIETY AND EXTRAORDINARY CRUELTY

[A look at the environments in which genocides and grave abuses of human rights occur or are more likely to occur. Readings and discussions probe the specific social and political situations that foster these crimes against humanity and those that hinder them. Instructors may choose a case or cases of genocide and human rights abuses in a particular region or regions of the world for analyses. Students will be required to examine the similarities and differences in the causes and effects of the selected case or cases on victims and the perpetrator society or societies.]

WEEKS 5 and 6: GENOCIDE AND THE HEALTH OF SURVIVORS
[Discussions will focus on the health effects of genocide as a form of organized violence produced by dehumanization, war and other atrocity crimes. Students will analyze the nature and effects of genocide-trauma on surviving victims and post-genocide societies and explore, among many themes, the mental health conditions of marginalized and dehumanized groups who are often the targets in genocide situations, and how different societies manage post-genocide trauma].

WEEKS 7 and 8: HUMAN RIGHTS AND SOCIAL JUSTICE

[Discussions will deepen understanding of genocide and human rights abuses as organized violent processes in which the ultimate destruction of a group is intended by a perpetrator. They will also explore the ways in which post-genocide societies have offered surviving victims of genocide judicial and moral redress for their suffering as well as assurances of respect and security. Students will discuss the quest for durable post-genocide justice, especially the degree to which orthodox retributive and restorative forms of justice, and other non-traditional juridical mechanisms, fostered reconciliation between surviving victims and perpetrators of genocide or enhanced the quality of life in post-genocide societies as well as societies emerging from grave human rights abuses.]

WEEKS 9 and 10: HUMAN RIGHTS IN POST-GENOCIDE SOCIETIES: PROSPECTS OF BUILDING SUSTAINABLE SOCIETIES

[Discussions will go beyond analyses of the forms of justice that post-genocide societies seek to address the types of social relationships and human institutions that post-genocide societies should build to ensure respect for all human groups].

RESEARCH PROPOSALS [20%]

[By Weeks 9 and 10, students should have already discussed the topic of their major research paper with the professor and sought approval for the topic and its intended source-materials. By the end of Week 9, all students should submit an 8-10 page typed and double-spaced research proposal to the professor. Students should be prepared to defend and/or justify their proposals when they meet with the professor]

WEEKS 11 and 12: RESEARCH PROPOSAL PRESENTATIONS
[Students make oral presentations of their research proposals in class before their peers and instructor and receive useful peer-reviews of their proposals to help them produce excellent research essays.]

WEEKS 13: NO CLASS. STUDENTS SHOULD WORK ON THEIR CRITICAL HISTORIOGRAPHICAL ESSAYS

[Students will be expected to be familiar with the evolution of the major scholarly debates on genocide and human rights and the changes that have occurred in how scholars think about these twin concepts. In their historiographical essays, students will be required to demonstrate their grasp of the historiography on genocide or human rights by reviewing and analyzing between five and eight books or articles assigned for the seminar.]

WEEK 14: CLASS PRESENTATION OF HISTORIOGRAPHICAL ESSAYS [30%].

WEEKS 15: [Students continue to work on their major research papers].

WEEKS 16: CLASS PRESENTATION OF MAJOR RESEARCH PAPERS [50%]

[Students would be required to write a 15-20 page, typed and double-spaced paper based on a topic of interest to them, but related to the themes of the seminar, and based on primary and secondary sources that the student has identified. The paper should be properly documented through appropriate citation of sources. All essays should reflect an excellent understanding of stated course objectives and outcomes and should demonstrate an excellent grasp of the subject matter of the seminar.]