

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: HIST 312		Number of Credits: 4 Course credit policy (105)													
Course Full Title: A History of Genocide Course Short Title: A History of Genocide															
Faculty: Faculty of Humanities		Department/School: History													
Calendar Description: <p>Students in this course will learn terms and concepts and examine genocide throughout time and space. While establishing conceptual foundations and examining pertinent theories, students will engage with international case studies. As this course makes clear, the human propensity to commit evil crimes is alarmingly universal and cannot simply be reduced to radical ideas. Students will take part in important conversations and consider questions of criminal law, social justice, and genocide prevention.</p> <p>Note: Students with credit for HIST 399P cannot take this course for further credit.</p>															
Prerequisites (or NONE):		9 credits of lower-level history or 45 university-level credits.													
Corequisites (if applicable, or NONE):															
Pre/corequisites (if applicable, or NONE):															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: HIST 399P Cross-listed with: Equivalent course(s): HIST 399P <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every other year Maximum enrolment (for information only): 30													
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>55</td> </tr> <tr> <td>Tutorials/workshops</td> <td>5</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>60</td> </tr> </table>		Lecture/seminar	55	Tutorials/workshops	5							Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	55														
Tutorials/workshops	5														
Total hours	60														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No		Transfer Credit <i>(See bctransferguide.ca.)</i> Transfer credit already exists: No Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: October 22, 2024													
Faculty Council approval		Date of meeting: January 17, 2025													
Undergraduate Education Committee (UEC) approval		Date of meeting: March 28, 2025													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Critically examine the varied definitions of genocide.
2. Investigate the historically, culturally, and socially situated factors that contribute to genocide.
3. Analyze different cases of genocide in a comparative context.
4. Present a research-based analysis of a historical or contemporary genocide.
5. Articulate the importance of genocide awareness/knowledge/prevention in the present.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	50%	Final exam:	25%	Quizzes/tests/midterm:	25%
	%		%		%

Details:

- Assignments:
 - Reading reflections 15%
 - Research paper proposal 5%
 - Term paper) 25%
 - End-of-term personal reflection 5%
- Final exam: Take home exam (revisiting and reflecting on covered case studies), 25%

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, seminar, student presentations, occasional guest lecturers

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Book	Jens Meierhenrich	<i>Genocide: A Reader</i> (OUP)	2014
2. Book	James Waller	<i>Becoming Evil: How Ordinary People Commit Genocide and Mass Killing</i>	2007
3. Book	Jean Hatzfeld	<i>Life Laid Bare: The Survivors in Rwanda Speak</i>	2007
4.			
5.			

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Introduction: What is genocide and why should I care?
- Introduction to some theories: Adorno, Milgram, Stanford, and more
- Pre-modern and early modern violence: Spanish conquest of the New World
- When racism meets economic greed: The Congo Free State
- War and genocide: The Armenian case
- Mass murder under communism: The Soviet Union
- Guest speaker: Residential Schools in North America
- The archetype genocide? The Holocaust
- Killing your neighbor: Genocide in South-East Asia: The Cambodian genocide
- Africa, decolonization and the genocide in Rwanda
- The questions of guilt and justice
- Lessons learned? Orange shirts, social justice and genocide prevention