

Course manual
Joint Master's Programme in
International Humanitarian Action

University of
Warsaw

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Prevention of Mass Atrocities

Semester 1



**Module
coordinator:**

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Lecturers:

Dr. Agnieszka Bieńczyk-Missala

Credits awarded: 4 ECTS, equivalent to 125 work hours (1 ECTS = 25 hours)

Period: Second semester.

Venue & hours: Room Collegium Iuridicum I, Tuesdays 13:15-14:45

1. Introduction

The course is an excellent opportunity to familiarize yourselves with the categories of mass atrocities and international crimes. You analyze legal definitions and mass atrocities as processes in a comparative perspective. The purpose is to find out what instruments can be used to prevent mass atrocities. What are roles of states, international organizations and individuals? What measures can be used before, during and after the armed conflict to prevent mass atrocities?

2. Learning outcomes

In conformity with the learning outcomes set out by the NOHA network, students should achieve the following learning outcomes by the end of this module:

Learning outcomes		Reference to the learning outcomes of the Programme
After finishing the second-cycle studies in <i>Humanitarian Action</i> , the student:		
Knowledge	Has a thorough knowledge of the sources and developments of the international legal regulations on the gravest international crimes: war crimes, crimes against humanity and genocide, their scope, causes and consequences as well as connections between massive violations of human rights and security.	K_W03 ++ K_W04 ++ K_W05 ++ K_W06 ++ K_W07 +++
	Has specialised knowledge of national and international instruments and mechanisms for prevention and response to human rights atrocities.	K_W10 +++
	Has a critical understanding of the humanitarian principles and standards and the problematic nature of the dilemmas involved.	K_W02 +++
Skills	Has demonstrated the ability to formulate adequate and ethically sound recommendations for humanitarian action, in particular in the area of prevention of human rights atrocities.	K_U02 +++
	Has demonstrated the skills to identify, critically analyse, classify and assess cases of international crimes.	K_U03 ++ K_U08 +
	Has specialised skills to critically analyse and assess contemporary instruments and mechanisms for prevention of international crimes, and to promote the best and safest response in humanitarian emergency contexts.	K_U04 +++ K_U05 + K_U07 ++
Social competences	Has shown to be able to work in a professional environment demanding competences in the area of prevention of human rights atrocities and international crimes, as well as restoration of the rule of law and respect for human rights.	K_K04 +++ K_K05 + K_K07 ++
	Has demonstrated to be sensitive towards cases of massive human rights abuses and aware of their consequences. In response applies clear ethical standards informed by the humanitarian principles, values and professional code of conduct.	K_K02 +++
	Has developed an open attitude towards acquiring new knowledge and is ready to undertake further stages in education.	K_K03 + K_K07 +

3. Course material

See below.

4. Teaching and learning methodology

In order to finish the module successfully students are asked to:

- read materials
- take active part in the discussion
- prepare presentation
- prepare the movie
- pass tests

5. Programme and training activities

Week 1

I Introduction to Prevention of Mass Atrocities

- explaining major categories and definitions
- actors
- goals of the course
- Warsaw as a memorial city

Week 2

II Mass atrocities in Historical Perspective – Their Course and Consequences

- Aborigines
- Armenians
- Soviet crimes
- Colonialism crimes
- D. Schaller, J. Zimmerer, *The Origins of Genocide. Raphael Lemkin as a Historian of Mass Violence*, 2009.
- R. Serbyn, *Holodomor: The Ukrainian Genocide*, in: A. Bieńczyk-Missala, S. Dębski (ed.), *Rafał Lemkin. A Hero of Humankind*, Warsaw 2010.
- R. Hovannisian, *The Armenian Genocide*, 2004.
- S. Robinson, J. Patten, *The Question of Genocide and Indigenous Child Removal: The Colonial Australian Context*, "The Journal of Genocide Research", No. 10, 2008.

Week 3

III Groups of Victims During WWII and techniques of extermination

- national, ethnic, religious groups, among others Jews, Roma
 - political groups
 - homosexuals
 - disabled
 - civilians
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- R. Lemkin, *Genocide—A New Term And New Conception For Destruction Of Nations* (Chapter IX), *Axis Rule In Occupied Europe*, NYC 1944.
 - *Holocaust Encyclopedia*, US Holocaust Memorial Museum
 - R. Melson, *Paradigms of Genocide: The Holocaust, the Armenian Genocide, and Contemporary Mass Destruction*, ANNALS, AAPSS, 548, Nov. 1996.
 - *Mosaic of Victims*, US Holocaust Memorial Museum

Week 4

IV Legal Framework

- UN Charter
- UN Convention for the Prevention and Punishment of crime of Genocide
- UN *Convention on the non-applicability of statutory limitations to war crimes and crimes against humanity*
- War crimes in IHL
- International crimes in the Rome Statute of ICC

- W.A. Schabas, *Convention for the Prevention and Punishment of crime of Genocide* (UN material)
- Documents

Week 5

V. Genocide as a process

- Stages of *Genocide* by Dr. Gregory Stanton
- Case study: Rwanda
 - G.H. Stanton, *10 Stages of Genocide*
 - Human Rights Watch Report, *The Rwandan Genocide: How It Was Prepared*, April 2006.
 - Maria van Haperen, *The Rwandan Genocide, 1994*,

Week 6

VI. Hate speech

- Definition and the scope
- Dangerous speech
- Case studies
 - Council of Europe Fact Sheet*
 - S. Benesch's Dangerous Speech framework, luty 2003, <http://dangerousspeech.org/guidelines>
 - S. Benesch, *Countering Dangerous Speech: Ne Ideas for Genocide Prevention*, "Working Paper", United States Holocaust Memorial Museum, seminar, 2014.

Week 7

VII. The role of Individuals

- perpetrators
- victims
- bystanders
- Experiments: Milgram's, Zimbard's
 - E. Staub, *The Psychology of Bystanders, Perpetrators and Heroic Helpers*, (in:) *The Psychology of Good and Evil: Why children, adults and groups help and harm others*, NY Cambridge 2003.
 - Jean Hatzfeld, *Machete Season*, New York 2003.
 - J. Waller, *The Ordinariness of Extraordinary Evil: the Making of Perpetrators of Genocide and Mass Killing*.

- S.A. McLeod, The Milgram Experiment, 2007. from www.simplypsychology.org/milgram.html -
- S.A. McLeod, *Stanford Prison Experiment*, 2008 (updated 2016), from www.simplypsychology.org/

Week 8

VIII. "Responsibility to Protect"

- From the humanitarian intervention to R2P
 - The work of the International Commission on Intervention and State Sovereignty
 - Adapting the concept by the United Nations
 - The involvement of the Secretary-General
 - The role of states and other actors
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- Report „Responsibility to Protect” ICISS, 2001.
 - 2005 World Summit Outcome, GA Resolution
 - N. Tocci, *On Power and Norms. Libya, Syria, And the Responsibility to Protect*, “Transatlantic Academy Paper Series”, April 2014.

Week 9

IX UN Preventive Instruments

- early warning
 - political and diplomatic instruments
 - economic instruments
 - legal instruments
 - social instruments
 - education
-
- Early warning, assessment and the responsibility to protect, Secretary General report, 2010
 - Responsibility to protect: State responsibility and prevention, Secretary General report, 2013
 - A. Bellamy, A Lupel, *Why we fail: Obstacles to the Effective Prevention of Mass Atrocities*, June 2015.

Week 10

X. UN – Risk Evaluation

- *Office of The Special Adviser on The Prevention of Genocide*
 - *Framework of Analysis for the Prevention of Atrocity Crimes*
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- *Office of the Special Adviser of the Secretary-General on the Prevention of Genocide, Analysis Framework, A Guide for States*
 - *Framework of Analysis for the Prevention of Atrocity Crimes*

Week 11

XI. Regional instruments of prevention

EU *and the Prevention of Mass Atrocities*

OSCE system, High Commissioner on National Minorities

The African *Task Force (ATF)*

- *Genocide Prevention Task Force, 2008.*

- *Task Force on the European Union Prevention of Mass Atrocities, Budapest Centre for International Prevention of Mass Atrocities 2013.*

S. Wolff, *Twenty Years On: The Continuing Relevance of the OSCE High Commissioner on National Minorities*

XII. Presenting movies

6. Workload

125 hours

7. Assessment methods

written tests (60%), project movie (25%), engagement and presentations (15%)

8. Assessment criteria

- Preparing/reading materials
- Taking part in the discussion, engagement, presentation
- Results of written tests
- Project movie

