

Dixie State University
CJ 3710 Crimes Against Humanity
Spring Semester 2015
Monday and Wednesday from 11:00-12:15 pm
University Plaza, Building D, Room 102

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Office Hours: M 1:15-2:45 pm, W 12:15-2:45 pm, TR 9:15-10:30 am
Prerequisites/GE Status: CJ 3270 (Can be coenrolled)/No GE Status
Degree Status: Criminology Elective Course

Each student is expected to read and understand everything outlined in this syllabus. Think of it as my part of a contract that sets out the rules and stipulations of this class. Your enrollment and participation in this class is your signature on this contract, meaning you are in agreement with the terms of this deal. If you have any questions or concerns about what you read, feel free to discuss them with me.

Course Description per the Course Catalogue

A multi-disciplinary examination of the emergence and impact of modern conceptions of human rights. It examines institutions such as International War Tribunals and Peace and Reconciliation Commissions. Particular attention paid to the theories and causes of genocide.

Course Overview

Criminology has largely ignored the study of war crimes and crimes against humanity, which are forms of highly organized criminal activity, planned and implemented under the leadership of high status individuals in positions of power and responsibility. This neglect is particularly striking in light of the fact that these behaviors—genocide, murder, rape, torture, the appropriation or destruction of property, and the displacement and enslavement of populations—are criminal under national and international law and are more serious than even the most violent behaviors commonly studied by criminologists. This course will explore these neglected forms of crime in greater detail.

Self-Actualized Learning

Although the optimist in me hopes we uncover enduring material, chances are we will not retain most of the information we cover in this class or any other. As an educator, this puts me in a strange position. If

retention of instruction is not going to be high over the life-course, then what are we doing in this class and why are we dedicating our time and efforts in this unobtainable pursuit? This leads me to believe that retention of information is the wrong goal. Instead, we should focus on how to obtain and process the copious knowledge that palpably exists.

This class is not set up like most other courses you have taken and its design is intentional. It is a discussion-based or seminar-style course. An integral element of this design is to empower you to learn for yourself or, to put it another way, to encourage you to become a self-actualized learner. This means you need to dedicate yourself to hardy preparation before each class period. I will provide some materials to help you in this preparation, but ultimately you are in charge of using the materials at your disposal (i.e. the assigned class readings, academic journals, other relevant books/literature, “good” websites, etc.) to accumulate much of the relevant knowledge in the assigned area and in areas that align more closely with your own interests. This should be completed before class, as we will not spend much class time on knowledge gathering. (We can, of course, clarify concepts if needed.) We, as a class, will allocate our time to take this malleable knowledge and mold it through application and discussion.

Ultimately, I am interested in helping you understand “how” to learn and not “what” to learn. (I may decide the main course, but you get to decide the side dishes and dessert.) This places a larger burden on you to aid in the process of your instruction and will likely provide you with moments of frustration and consternation. Please remember that I am one of the “materials” at your disposal. You can ask for help and guidance and I will always do my best to address your concern. Your two papers, which are described in more detail below, will act as repositories for the material you have studied and pondered on your own. I look forward to embarking on this journey of learning together.

Course Objectives

By the end of this course, students will have developed critical thinking skills in criminology and will be able to apply criminology and the study of criminal justice to various crimes against humanity. This objective will be shown through the following outcomes:

- A.** Distinguish personal views from knowledge based on empirical research that addresses crimes against humanity.
- B.** Connect real, diverse facts to criminological theories.
- C.** Use criminological theory and crime trends to address criminal behavior within the context of war or genocide.
- D.** Identify key applied areas in the study of crimes against humanity and determine potential solutions for these problems.
- E.** Apply criminological theory and proper research methods to varying criminal behaviors found in situations of war or genocide.

Required Text and Reading (Books are available at the Bookstore)

Alvarez, Alex. (2010). *Genocidal Crimes*. Routledge. New York, NY.

Reading for this class is NOT optional. You will be held accountable for the reading that is assigned. My advice is: DO THE READING.

You will be required to keep up with the reading. This means having read the chapter corresponding to that day's class *before* coming to class. In addition to helping you get more out of class discussions, this will also help you avoid having to read large chunks of the book all at once. In the end, this will help you retain more of the information and will enhance your learning ability.

Punctuality and Attendance Policies

As stated in the "Student" segment under the "Attendance" section of DSC's "Policies and Procedures": "Regular and prompt attendance in classes and laboratory sessions is expected of every Dixie State College student". In order to ensure each student upholds their commitment to the College's standards, the following class policy exists:

Attendance is required in order to pass this class, no exceptions. To reinforce this, I will conduct roll calls throughout the semester. These roll calls can potentially affect your final grade (they will not be reflected in your grade until final grades are submitted) in two ways:

1. After missing more than two roll calls due to unexcused absences/tardiness, your **final grade will be dropped to the next grade level** for every two additional unexcused absences/tardy arrivals (i.e. C+ → C).
2. If you have missed one roll call or less (this includes tardy arrivals) for the entire semester, **your final grade will be bumped up to the next grade level** (i.e. B → B+).

In short, if you attend class around 90% of the time and are prompt, you have nothing to worry about.

However, I understand that situations outside of your control (untimely illnesses, family deaths, or other crises) arise and may take you away from the classroom for a period of time. I hope they don't, but if circumstances like these affect your life during the semester, it is **your responsibility** to contact me as soon as possible (this means within a day or two of your return/recovery) to discuss the work and class periods that have been missed. If more than a work week has passed without you contacting me to set new due dates, you will be unable to make up the work you missed and the absence will be counted as unexcused.

To have an absence count as excused, you need to present proper documentation to me within a day or two of your documented time away. To be clear, an excused absence can be because of an illness, a funeral, a birth, etc., as long as the proper documentation accompanies the event. If you miss the bus,

forgot to set your alarm, etc., you do not need to let me know as these things are examples of unexcused absences. Remember, you each get three of these built into the policy before they begin to detract from your final grade.

A few more words of advice...Be on time to class. If you arrive late, please be courteous to others by entering as quietly as possible.

Also, please do not pack-up until we have finished our discussion for the day. I promise we will never go over our allotted time. Because of this, please do not start gathering your things and banging around in the classroom until we are finished up for the day. If for some reason you do need to leave early, please sit close to the door, in a spot where you do not need to cut in front of anyone, and when the time comes, leave as quietly as you can. Thank you all in advance for being sensitive to this request.

Technology/Attention Policy

Please turn off and put away all noise makers when entering the classroom. Cell phones should be silenced or turned off and put away for the duration of the class period. This also includes iPods (or other mp3 players). Laptops and tablets are appropriate to use for taking notes, but they should be silenced as well. Additionally, you are required to be attentive while we are in class. In other words, do not put your head on your desk, write notes/talk with a classmate, etc. If I notice you are consistently making phone calls, sending text messages, playing/surfing the internet on your mp3 player/tablet/laptop during class time, or being inattentive/disruptive, I reserve the right to deduct up to 10% off your final grade. (If you are expecting an important call or text during the time we have class and need to have your phone on, please talk to me about it *before* class so I don't act a fool.) Remember to please be respectful of your classmates; it may bother them even if it doesn't bother you.

Some Other Thoughts

Remember, a diversity of ideas is a blessing. During class discussions, please remember to speak to others with respect. Simply because someone else thinks differently than you do does not make them bad, deficient, or unintelligent. We need to cultivate an environment in which everyone feels safe expressing their ideas. Please do not do anything that would harm our work towards this goal.

One of the secondary goals of this course is to make each one of us a better person for having taken and participated in this class. I hope we may all demonstrate honesty, integrity, accountability, hard work, and patience with one another. And in so doing, I hope we will push each other closer to excellence both inside and outside of the classroom.

Contacting Me

The easiest way to get a hold of me is via email, not via Canvas. Although my voicemails do get forwarded to my email account, I only return phone calls from my office phone. I will, however, respond to emails (not Canvas messages) from remote locations (i.e. home, conferences, off-campus meetings, etc.). I will check and respond to emails periodically Monday through Friday between 8:00 am and 5:00 pm. If you email me past 5:00 pm or over the weekend, I will respond to you the following working day.

Grades and Assignments

Let me issue a brief caution about grades (I do this so we can get this out of the way and can bypass this conversation in the future). During every semester, there are students who come to me and say, “I am not doing well in this class and I really need to pass, what can I do?” My answer will be a simple, “Nothing.” There is no extra credit or make-up work for unexcused absences in this class. If this class is important to you, then I expect you to approach your studies with the fervor needed to obtain the results you desire from the *beginning* of the semester. Do not come to me looking for help if you decide part way through the semester that you need to exert more effort. Start working hard today as you will only go as far as your effort takes you.

On this same note, please do not come talk to me or send me emails at the end of the semester asking for me to bump up your final grade because you are just short of the grade you need to keep your scholarship, stay in this major, or stay enrolled in the university. Much like in sports, it is not a single play that determines the outcome of the game. By this I mean it is not your performance in one class that determines whether or not you can keep your scholarship or stay in this major, but the accumulation of the results from multiple classes. It is an untenable and unfair position to put me in, so please understand now that, “You earn what you earn.”

The following list shows the assignments you will be required to do during the semester. This list provides very brief descriptions of the assignments. We will discuss each assignment and exam in greater detail during class. Feel free to ask for more thorough descriptions for each paper, if necessary. The due dates can be found on the class schedule. Remember, no late assignments will be accepted. The descriptions of the exams and the expectations for class participation are listed below:

1. Papers – Two papers will be due during the course of the term. Each paper should display the knowledge you have obtained through your own, self-guided research. The papers do not need to be directly connected to the topics we have discussed in class, although they should be fettered to the overarching class subject. They should include your reflections on other books, journals, articles, art (movies, music, TV, etc.), etc. that you have examined. They should be thoughtful and detailed. If you provide me with pabulum, your grade will reflect your contribution. This is your opportunity to show me all you have learned on your own. Do not shortchange your educational experience (and your grade) because of intellectual apathy. Each paper needs to include a filled our information sheet, which you can find at the end of the syllabus. Feel free to email me or stop by my office to ask any questions you may have about the papers.

Please pay attention to the layout of the paper:

-Typed written, Twelve point, Times New Roman Font, double-spaced with 1 inch margins on the top and bottom and 1.25 inch margins on both sides. These are the default margins on a Word document.

-The paper must be no less than **four full pages** and no more than **five full pages** of written text. The writing of the assignment must start at the very top of page one. Do not, I repeat, do not put your name, the date, or any other information at the top of page one. Canvas will provide me with the necessary data. Also, do not space down a line or two and then start writing.

-A filled out information sheet (a copy can be found at the end of this syllabus) needs to be attached. This paper is not an official bibliography/reference page. This sheet should provide me with a list of the websites, articles, books, art, etc. that you looked at to prepare for your paper. Some of these references may make it into your paper, but this list can include sources that guided you, inspired you, and interested you, but that did not make it into your paper officially.

IMPORTANT NOTE: For each requirement not met, an automatic 10 points will be deducted from the total score of the paper.

- 2. Class Participation** – Productive commentary is required. The grading of productive commentary is tough to do objectively, so let me at least say this: do not let yourself go more than one class discussion without making a comment. You need to consistently contribute to class discussions in a positive manner if you want your participation score to be above average (a “C” grade).

Preparation is vital to be successful in the participation aspect of this class. Part of your preparatory work is to bring discussion points to each class. A discussion point can be based on our class reading or the reading/learning you are doing on your own. When we have covered the salient aspects of the assigned class reading, I will ask for students to lead our class discussion and you will present your discussion points. This is a great way to bolster your participation grade, especially if you are hesitant to jump into our regular class discussions. I recommend you print your discussion points and bring them to class so you can be prepared.

- 3. Class Guide** – Unfortunately, there are an extraordinary number of examples of crimes against humanity. I have tried to pick and choose certain examples over the years, but have always felt like I was unable to adequately represent the interests of the class in my selections. To help remedy this, you all will take turns (as groups) to guide our class discussion for half of a class period on the example of your choice. The groups will consist of no more than three people and the presentations/discussions will need to be 30 minutes long.

In addition to the presentation/discussion, each group will come up with a short “homework” assignment for the class. The assignment can consist of something to read or watch in order for the rest of the class to be prepared for your presentation/discussion. The assignments made by each group will all be given to the class on the date indicated on the syllabus.

Because of the breadth of the examples and the nature of this assignment, each group will be required to meet with me once before President’s Day and once before the “homework” assignment submissions are due. This is to ensure you are moving in the right direction and accessing the best information. If you and your group fail to meet with me, ten point deductions for each missed meeting may be made from your score.

In regards to the actual presentation/discussion, please be as prepared as possible. You may include short videos/songs in your presentation, but the majority of it should be you and your group presenting the material and leading a classroom discussion. If you simply create a presentation and read the slides (or your note cards) in front of the class, I will ask you to stop your presentation, to send the class your slides, and to sit down. This will result in a score of zero for the presentation. In order to earn a good score on the presentation, you have to present!

4. **Midterm and Final Exams** – The exams will consist of one essay question. I will provide the question to you during the scheduled review sessions so you may adequately prepare.

Extra Credit – Up to 15 points of extra credit is also available. In order to receive the extra credit, you can complete up to 30 formal hours of community service (one point for every two hours). The up to 30 formal hours of community service must be done through DSC’s Community Engagement Center (CEC), which can be found on the upper level of the Gardner Center across from the Bookstore. The CEC can help provide locations and opportunities for service if you need some direction and will formally track your service hours. At the completion of your hours, you will receive a “receipt” or an email from the CEC for the work you have done. This receipt/email must be turned into me. Extra credit hours cannot be used in multiple classes.

Turning In Papers Through Canvas and Turnitin

You will need to submit each writing assignment through Canvas by 11:59 pm of the due date indicated on the class schedule. No late papers will be accepted, no exceptions. By turning in the papers via Canvas, it also enables us to use the Turnitin program to ensure academic honesty and integrity are characteristics of all papers submitted by you and your classmates. To this end, you must make sure your papers receive a “similarity score” of 5% or less to qualify for grading. Conversely, if a paper receives a score of 6% or higher, it will not receive a grade and you will receive zero points for the assignment.

In order to utilize Turnitin as an educational tool too, I have set the program to allow you to see your “similarity score” shortly after you have submitted your assignment. (A word of advice: plan time to wait for your “similarity score” into your “assignment time”. Turnitin is like any other program and can be fast at times and slow at others.) Using Turnitin in this manner will allow you to better understand how to properly cite others’ thoughts while putting these thoughts in your own words. Simply putting quotation marks around all the “flagged” passages is not an appropriate fix and, ultimately, will negatively affect your score. I know the process of learning how to engage the thoughts and words of others and making them your own can be frustrating at times, but most new, valuable skills are not acquired without some sincere effort.

Lastly, it is your responsibility to make sure your paper is submitted with the proper “similarity score”. In order to help you with this, I make the following concession: I will not begin grading your papers until two days after the due date found on the class schedule. I will, however, log on to Canvas the morning after the due date to make certain all the papers have been turned in on time. This gives you the motivation to get your papers in by the due date, but offers you a bit more flexibility to make the necessary changes to your paper in order to reach the 5% “similarity score” benchmark. If you are having honest problems with reaching the “similarity score” standard (after having done all you can do on your own), please come talk to me about it and we will work together to find an appropriate solution.

Point Breakdown

Paper #1	100 points
Paper #2	100 points
Participation	100 points
Class Guide	100 points
Midterm Exam	100 points
Final Exam	<u>100 points</u>
Point Total	<i>600 points</i>

Grade Breakdown

A	100-94%	C	76-74%
A-	93-90%	C-	73-70%
B+	89-87%	D+	69-67%
B	86-84%	D	66-64%
B-	83-80%	D-	63-60%
C+	79-77%	F	59% or below

Class Academic Dishonesty/Academic Integrity Policy

I believe that most students are honest, and I don't want to punish everyone for the few that aren't. Nonetheless, I want it to be clear that I will not tolerate cheating. When I discover that it has occurred, a failing grade will be given for the entire course, no questions asked. If you are a repeat offender, I will choose a more serious sanction that will be imposed (i.e. notation of academic misconduct on your permanent academic transcript, academic probation, dismissal from the program, dismissal from college, etc.).

If you need additional detail about what cheating consists of follow this link to the "Student Rights and Responsibilities Code": <http://www.dixie.edu/humanres/policy/sec5/533.html> (Section 4).

Other Issues

Although I will try very hard to stick to the attached schedule, changes may be made. Notice of such changes will be made during class (or sent via Dmail if I have to miss class unexpectedly). Students are responsible for getting this information. Because this and other pertinent information will make its way into your Dmail account, make sure you check it daily. If you don't know your user name and password, go to www.dixie.edu and select "Dmail," for complete instructions. You will be held responsible for information posted on blackboard and sent to your Dmail email, so please check it often.

At the risk of sounding like your parent, I recommend you make a friend in this class. I say this in case you unfortunately have to miss class. The notes we use in class will not be posted on blackboard and I will not make copies of my notes for any student. So, make a friend and problem solved.

Dixie State College's Policies and Resources

Disability Resource Center

If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located in the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516.

Library Information

The Library has all kinds of information and resources. Visit the Val Browning Library or go to the library website at <http://library.dixie.edu/>.

Testing Center

If you are assigned to take a test in the Testing Center, go to the North Plaza. You can get information on their website at <http://new.dixie.edu/testing/>.

Tutoring Center

If you need help understanding the content of your courses, go to the Tutoring Center located in the Browning Learning Center, Room 105. There is a schedule of what courses have tutors at what times outside the door. You can also visit them online at <http://dsc.dixie.edu/tutoring/>.

Writing Center

If you need help writing papers, go to the Writing Center in the Browning Learning Center, Room 105. You can also visit them online at: http://new.dixie.edu/english/dsc_writing_center.php.

Disruptive Behavior Policy

It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the teacher is talking, following instructions, and speaking and acting respectfully to the professor and fellow students. If your behavior is disruptive, I will first let you know verbally that you are behaving inappropriately. If it continues, I will send you written notice that your behavior must change. As a last resort, I will drop you from the class. For more details, please see the disruptive behavior policy at: <http://www.dixie.edu/humanres/policy/sec3/334.html>.

To learn more about the Reasonable Accommodation Policy, to view the Semester calendar, or to explore any other questions you may have, please visit <http://new.dixie.edu/reg/syllabus/>.

Class Schedule
Spring Semester 2015
CJ 3710 Crimes Against Humanity

Week 1

1/12 – Syllabus Review and Class Introductions
1/14 – *Genocidal Crimes*, Introduction and Chapters 1 & 2

Week 2

1/19 – Dr. Martin Luther King, Jr. Day – **No Class**
1/21 – *Genocidal Crimes*, Chapters 1 & 2

Week 3

1/26 – *Genocidal Crimes*, Chapters 3 & 4
1/28 – *Genocidal Crimes*, Chapters 3 & 4

Week 4

2/2 – *Genocidal Crimes*, Chapters 5 & 6
2/4 – *Genocidal Crimes*, Chapters 5 & 6

Week 5

2/9 – Movie Day
2/11 – Movie Day

Week 6

2/16 – President's Day – **No Class**
2/18 – *The Lucifer Effect*, Chapter 1

Week 7

2/23 – *The Lucifer Effect*, Chapter 1
2/25 – *The Lucifer Effect*, Chapter 12

Week 8

3/2 – *The Lucifer Effect*, Chapter 12
3/4 – Review Session, "Homework" Assignment Submissions Due

Week 9 – Spring break

3/9 – **No Class**
3/11 – **No Class**

Week 10

3/16 – *Midterm Exam*

3/18 – *The Lucifer Effect*, Chapter 12

Week 11

3/23 – Presentation Day, *Paper #1 Due*

3/25 – *The Lucifer Effect*, Chapter 13

Week 12

3/30 – Presentation Day

4/1 – *The Lucifer Effect*, Chapter 13

Week 13

4/6 – Presentation Day

4/8 – *The Lucifer Effect*, Chapter 13

Week 14

4/13 – Presentation Day

4/15 – *The Lucifer Effect*, Chapter 16

Week 15

4/20 – Presentation Day

4/22 – *The Lucifer Effect*, Chapter 16

Week 16

4/27 – Presentation Day, *Paper #2 Due*

4/29 – Review Session

Finals Week

Exam available in the Testing Center on Friday, May 1st and Monday, May 4th.

Information Sheet

Topic of Interest:

My Sources of Information: