



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Mass Atrocities & International Intervention	

Academic staff	Core academic unit(s)
<b>Coordinating:</b> Dr Thomas Peak	Institute of International Relations and Political Science (IIRPS)
<b>Other:</b> -	Vokiečių g. 10, Vilnius 01130

Study cycle	Type of the course unit
First	Independent Study Module

Mode of delivery	Semester or period when it is delivered	Language of instruction
In-person	Spring semester	English

Requisites	
<b>Prerequisites:</b> -	<b>Co-requisites (if relevant):</b> English (B2)

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	32	98

Purpose of the course unit
<p>This course provides an introduction to contemporary debates around mass atrocity crimes (genocide, war crimes, ethnic cleansing, and crimes against humanity) and international norms and practices intended to prevent them. The course's disciplinary approach spans from anthropology, sociology, and history, to political science, criminology, and law. Against the background of such diverse disciplinary perspectives, it explores the role(s) of episodes of mass atrocities in international politics, through understanding their origins, manner of perpetration, and termination; their impact on international peace and security; and how they are memorialised, given meaning, and understood. Through a particular focus on the Responsibility to Protect, an international norm adopted at the 2005 World Summit, and the International Criminal Court, an international tribunal established by the Rome Statutes in 1998, the course will equip students with an understanding of critical issues surrounding the prevention of these most serious international crimes. By participating in this course, students will be able to use conceptual tools to critically analyse key concepts and important developments in contemporary international affairs. They will be able to distinguish the distinct types of international crimes which constitute mass atrocities and understand both how serious human rights abuses unfold, and the promise and limits of international responses.</p>

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
will be able to use appropriate conceptual tools in order to critically analyse key concepts within the evolving contemporary international order	Introductory lectures, seminars (analysis of the leading literature and completed projects in the field), flipped classrooms, assignments and creative tasks, student-centric learning activities	Participation in seminars, exam (final research essay), assessed seminar presentations
will be able to distinguish the distinct types of international crimes which		

constitute academic and political understandings of mass atrocities	Problem-oriented lectures, seminars (text analysis, comparative assessment and systemic analysis of practical issues, case study, oral presentations on assigned topics, group discussions), individual studies (individual search of information, critical literature studies and the analysis of theoretical and practical problems)	
will have developed collaborative research, discussion, and presentation skills useful for their further academic and professional development.		

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. <i>Course introduction</i>			2				2	5	Introduction to course; expectations and assessments; course road-map  Compulsory reading:  - Moses, A. Dirk. <i>The Problems of Genocide: Permanent Security and the Language of Transgression</i> . Human Rights in History. Cambridge: Cambridge University Press, 2021. Introduction.
2. What are mass atrocities?  How has the idea of genocide evolved over time? What are the differences between genocide and crimes against humanity? Does the ‘genocide’ label remain useful?			2				2	5	Compulsory reading:  - Holá, Barbara, Hollie Nyseth Nzitatira, and Maartje Weerdesteijn. “Introduction: Atrocity Crimes and Atrocity Studies.” In <i>The Oxford Handbook on Atrocity Crimes</i> , edited by Barbara Holá, Hollie Nyseth Nzitatira, and Maartje Weerdesteijn. Oxford: Oxford University Press, 2022.

									<ul style="list-style-type: none"> <li>- United States Holocaust Memorial Museum. “Definitions: Types of Mass Atrocities.” Accessed July 21, 2021. <a href="http://www.ushmm.org/genocide-prevention/learn-about-genocide-and-other-mass-atrocities/definitions">//www.ushmm.org/genocide-prevention/learn-about-genocide-and-other-mass-atrocities/definitions</a>.</li> <li>- “Convention on the Prevention and Punishment of the Crime of Genocide.” UN General Assembly, December 9, 1948.</li> <li>- “Draft Articles on Prevention and Punishment of Crimes Against Humanity.” International Law Commission, 2019.</li> </ul>
<p>3. Why and how do mass atrocities happen?</p> <p>Can we identify transhistorical processes which lead to mass atrocity? What is the role of ideology?</p>			2				2	5	<p>Compulsory reading:</p> <ul style="list-style-type: none"> <li>- Leader Maynard, Jonathan. <i>Ideology and Mass Killing: The Radicalized Security Politics of Genocides and Deadly Atrocities</i>. Oxford: Oxford University Press, 2022. Introduction.</li> <li>- Straus, Scott. <i>Making and Unmaking Nations: War, Leadership, and Genocide in Modern Africa</i>. Ithaca: Cornell University Press, 2015. Chapter 3.</li> </ul>
<p>4. How do mass atrocities end?</p> <p>What are the tools available to confront atrocities? What does it mean to say that atrocities ‘end’?</p>			2				2	5	<p>Compulsory reading:</p> <ul style="list-style-type: none"> <li>- Conley-Zilkic, Bridget. “Introduction.” In <i>How Mass Atrocities End: Studies from Guatemala, Burundi, Indonesia, the Sudans, Bosnia-Herzegovina, and Iraq</i>, edited by</li> </ul>

									Bridget Conley-Zilkic. Cambridge: Cambridge University Press, 2016.
5. Atrocities, war, and global international society  What is the connection between war and mass atrocities? In what ways do atrocities shape the international system and <i>vice versa</i> ?			2				2	5	Compulsory reading:  - Shaw, Martin. "War and Genocide: A Sociological Approach   Sciences Po Violence de masse et Résistance - Réseau de recherche," November 4, 2007. <a href="https://www.sciences-po.fr/mass-violence-war-massacre-resistance/fr/document/war-and-genocide-sociological-approach.html">https://www.sciences-po.fr/mass-violence-war-massacre-resistance/fr/document/war-and-genocide-sociological-approach.html</a> . - Prunier, Gérard. <i>Africa's World War: Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe</i> . Oxford: Oxford University Press, 2009. Introduction and pp.. 24 -36.
6. Remembering, forgetting, and counting  What are the political uses of memorialising atrocity? What are the some of the mechanisms through which some memories and some experiences of atrocities are marginalised?			2				2	5	Compulsory reading:  - Moses, A. Dirk. <i>The Problems of Genocide: Permanent Security and the Language of Transgression</i> . Human Rights in History. Cambridge: Cambridge University Press, 2021. Chapter 12. - Meierhenrich, Jens. "How Many Victims Were There in the Rwandan Genocide? A Statistical Debate." <i>Journal of Genocide Research</i> 22, no. 1 (2020): 72–82.
7. Rape and sexual violence as mass atrocity  How pervasive is sexual violence in conflict?			2				2	5	Compulsory reading:  - Meger, Sara. "Sexual Violence as an Element of

<p>What are the purposes of sexual violence as atrocity?</p>									<p>Genocide.” In <i>Rape Loot Pillage: The Political Economy of Sexual Violence in Armed Conflict</i>, edited by Sara Meger, Oxford: Oxford University Press, 2016.</p> <p>- Wood, Elisabeth Jean, and Kim Thuy Seelinger. “Sexual Violence as a Practice of War: Implications for the Investigation and Prosecution of Atrocity Crime.” In <i>The Oxford Handbook of Atrocity Crimes</i>, edited by Barbara Holá, Hollie Nyseth Brehm, and Maartje Weerdesteijn. Oxford: Oxford University Press, 2022.</p>
<p>8. Easter break: no class</p>									
<p>9. What is the Responsibility to Protect (RtoP)?</p> <p>Where did RtoP come from?</p>		2				2	5		<p>Compulsory reading:</p> <p>- Bellamy, Alex J., and Tim Dunne. “R2P in Theory and Practice.” In <i>The Oxford Handbook of the Responsibility to Protect</i>, edited by Alex J. Bellamy and Tim Dunne. Oxford: Oxford University Press, 2016.</p> <p>- Quinton-Brown, Patrick. “Two Responsibilities to Protect.” <i>Millennium</i> 51, no. 2 (February 2023): 405–30.</p> <p>- ICISS. “The Responsibility to Protect: Report of the International Commission on Intervention and State Sovereignty.” Ottawa, December 2001. Pp. 1 -19.</p>

									- World Summit Outcome Document, paragraphs 138 -140.
10. RtoP, military intervention, and regime change			2				2	5	Compulsory reading:  - Bellamy, Alex J., and Stephen McLoughlin. "Genocide and Military Intervention." In <i>Genocide: Key Themes</i> , edited by Donald Bloxham and A. Dirk Moses. Oxford: Oxford University Press, 2022. - Ignatieff, Michael. "The Responsibility to Protect in a Changing World Order: Twenty Years since Its Inception." <i>Ethics &amp; International Affairs</i> 35, no. 2 (August 2021): 177–80. - Pattison, James. "The International Responsibility to Protect in a Post-Liberal Order." <i>International Studies Quarterly</i> 65, no. 4 (December 2021): 891–904.
11. Atrocity prevention and RtoP			2				2	5	Compulsory reading:  - Bohm, Alexandra, and Garrett Wallace Brown. "R2P and Prevention: The International Community and Its Role in the Determinants of Mass Atrocity." <i>Global Responsibility to Protect</i> 13, no. 1 (2021): 60–95. - Reike, Ruben, Serena K. Sharma, and Jennifer M. Welsh. "Conceptualizing the Responsibility to Prevent." In <i>The Responsibility to Prevent: Overcoming</i>

									<i>the Challenges of Atrocity Prevention</i> , edited by Serena K. Sharma and Jennifer M. Welsh. Oxford: Oxford University Press, 2015.	
12. Reading week								7		
13. RtoP, norm contestation, and liberal order  How do states contest RtoP? What potential avenues of norm modification could progress political debates around RtoP?			2					2	5	Compulsory reading:  - Pison Hindawi, Coralie. “Decolonizing the Responsibility to Protect: On Pervasive Eurocentrism, Southern Agency and Struggles over Universals.” <i>Security Dialogue</i> 53, no. 1 (2022): 38–56. - Tourinho, Marcos. “The Co-Constitution of Order.” <i>International Organization</i> 75, no. 2 (2021): 258–81. - Welsh, Jennifer M. “Norm Robustness and the Responsibility to Protect.” <i>Journal of Global Security Studies</i> 4, no. 1 (January 2019): 53–72.
14. Failure, complicity, and inaction  What does the Syria crisis mean for the future of RtoP?			2					2	5	Compulsory reading:  - Bellamy, Alex J. <i>Syria Betrayed: Atrocities, War, and the Failure of International Diplomacy</i> . New York: Columbia University Press, 2022. Prologue, chapter 15, & Epilogue. - Welsh, Jennifer M. “The Responsibility to Protect after Libya & Syria.” <i>Daedalus</i> 145, no. 4 (2016): 75–87.
15. The International Criminal Court (ICC): promises and pitfalls?  To what extent is the ICC ‘political’?			2					2	5	Compulsory reading:  - Ba, Oumar. “The International Politics

Why do some states seek to withdraw from the ICC?									of Justice.” In <i>States of Justice: The Politics of the International Criminal Court</i> , edited by Oumar Ba. Cambridge: Cambridge University Press, 2020. - García Iommi, Lucrecia. “Whose Justice? The ICC ‘Africa Problem.’” <i>International Relations</i> 34, no. 1 (2020): 105–29. - International Criminal Court. “About the Court.” <a href="https://www.icc-cpi.int/about/the-court">https://www.icc-cpi.int/about/the-court</a> .
16. <i>Course review</i>			2				2	5	Review course themes and open discussion on topics
<b>Collaborative seminar presentation</b>		3					3	10	This is a collaborative research and presentation task in which student groups will analyse a key concept, institution, or practice relevant to mass atrocities and international intervention.  Concepts will be allocated to groups by the course instructor. Examples may include, ‘Genocide’, ‘Security Council Veto’, ‘Sovereignty’, ‘International Criminal Court’, or ‘humanitarian intervention’.  Presentations should follow the format: Introduction Definition Relevance Examples



									Questions for the seminar group	
<b>Final research essay</b>		3						<b>3</b>	<b>15</b>	<p>Essay topics may be taken from this course syllabus or they may be generated by the student, pending approval by the course instructor.</p> <p>Essay topics must take the form of a question. Essays must be referenced and include a bibliography.</p> <p>This is a concluding research task in a scholarly form that reflects an interest in any topic discussed during the course.</p> <p>Length: 1,500-2,000 words.</p>
<b>Total</b>								<b>36</b>	<b>82</b>	

<b>Assessment strategy</b>	<b>Weight %</b>	<b>Deadline</b>	<b>Assessment criteria</b>
Seminar participation	20%	During the semester	<p><b>Rationale:</b> To discuss relevant course material and practice the constructive exchange of ideas.</p> <p><b>Grades will be awarded to students:</b>  <b>1 point</b> - who demonstrate an understanding of key arguments in assigned texts by engaging constructively in seminar discussion  <b>1 point</b> - who pose thoughtful questions during the seminar presentations</p>
Collaborative seminar	30%	During the semester	<p><b>Rationale:</b> To facilitate comprehension and interpretation of key concepts relevant to understanding the contemporary international human protection regime and to develop collaborative, analytic, and presentation skills.</p> <p><b>Groups will be graded singularly.</b> Students are expected to equally participate in the research and preparation of the presentations.</p> <p><b>Grades will be awarded to students:</b>  <b>0,5 point</b> - which correctly follow the assigned presentation structure  <b>0,5 point</b> - which deliver clear and well organised presentation slides and class handouts  <b>1 point</b> - which demonstrate substantial engagement with the academic literature relevant to their seminar presentation topic  <b>1 point</b> - which present the class with thoughtful and relevant questions to generate class</p>

			discussion
Exam: Final research essay	50%	30 June 2024	<p><b>Rationale:</b> To demonstrate substantive understanding and analytical skills regarding a chosen topic within international intervention.</p> <p><b>Grades will be awarded to students:</b>  <b>1,5 points</b> – who follow standard accepted academic practices in form and style  <b>1,5 points</b> – who demonstrate an appropriate level of engagement with the academic literature relevant to their topic  <b>2 points</b> – who critically analyse important problems posed by the subject matter of this course and/or who construct an original argument</p>

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
<b>Required reading</b>				
<b>Recommended reading</b>				

### Bibliography

1. “Convention on the Prevention and Punishment of the Crime of Genocide.” UN General Assembly, December 9, 1948.
2. “Draft Articles on Prevention and Punishment of Crimes Against Humanity.” International Law Commission, 2019.
3. Ba, Oumar. “The International Politics of Justice.” In *States of Justice: The Politics of the International Criminal Court*, edited by Oumar Ba. Cambridge: Cambridge University Press, 2020.
4. Bellamy, Alex J. *Syria Betrayed: Atrocities, War, and the Failure of International Diplomacy*. New York: Columbia University Press, 2022.
5. Bellamy, Alex J., and Stephen McLoughlin. “Genocide and Military Intervention.” In *Genocide: Key Themes*, edited by Donald Bloxham and A. Dirk Moses. Oxford: Oxford University Press, 2022.
6. Bellamy, Alex J., and Tim Dunne. “R2P in Theory and Practice.” In *The Oxford Handbook of the Responsibility to Protect*, edited by Alex J. Bellamy and Tim Dunne. Oxford: Oxford University Press, 2016.
7. Bohm, Alexandra, and Garrett Wallace Brown. “R2P and Prevention: The International Community and Its Role in the Determinants of Mass Atrocity.” *Global Responsibility to Protect* 13, no. 1 (2021): 60–95.
8. Conley-Zilkic, Bridget. “Introduction.” In *How Mass Atrocities End: Studies from Guatemala, Burundi, Indonesia, the Sudans, Bosnia-Herzegovina, and Iraq*, edited by Bridget Conley-Zilkic. Cambridge: Cambridge University Press, 2016.
9. García Iommi, Lucrecia. “Whose Justice? The ICC ‘Africa Problem.’” *International Relations* 34, no. 1 (2020): 105–29.
10. Holá, Barbara, Hollie Nyseth Nzitatira, and Maartje Weerdesteijn. “Introduction: Atrocity Crimes and Atrocity Studies.” In *The Oxford Handbook on Atrocity Crimes*, edited by Barbara Holá, Hollie Nyseth Nzitatira, and Maartje Weerdesteijn. Oxford: Oxford University Press, 2022.
11. ICISS. “The Responsibility to Protect: Report of the International Commission on Intervention and State Sovereignty.” Ottawa, December 2001.
12. Ignatieff, Michael. “The Responsibility to Protect in a Changing World Order: Twenty Years since Its Inception.” *Ethics & International Affairs* 35, no. 2 (August 2021): 177–80.

13. International Criminal Court. "About the Court." <https://www.icc-cpi.int/about/the-court>.
14. Leader Maynard, Jonathan. *Ideology and Mass Killing: The Radicalized Security Politics of Genocides and Deadly Atrocities*. Oxford: Oxford University Press, 2022.
15. Meger, Sara. "Sexual Violence as an Element of Genocide." In *Rape Loot Pillage: The Political Economy of Sexual Violence in Armed Conflict*, edited by Sara Meger, Oxford: Oxford University Press, 2016.
16. Meierhenrich, Jens. "How Many Victims Were There in the Rwandan Genocide? A Statistical Debate." *Journal of Genocide Research* 22, no. 1 (2020): 72–82.
17. Moses, A. Dirk. *The Problems of Genocide: Permanent Security and the Language of Transgression*. Human Rights in History. Cambridge: Cambridge University Press, 2021.
18. Pattison, James. "The International Responsibility to Protect in a Post-Liberal Order." *International Studies Quarterly* 65, no. 4 (December 2021): 891–904.
19. Pison Hindawi, Coralie. "Decolonizing the Responsibility to Protect: On Pervasive Eurocentrism, Southern Agency and Struggles over Universals." *Security Dialogue* 53, no. 1 (2022): 38–56.
20. Prunier, Gérard. *Africa's World War: Congo, the Rwandan Genocide, and the Making of a Continental Catastrophe*. Oxford: Oxford University Press, 2009.
21. Quinton-Brown, Patrick. "Two Responsibilities to Protect." *Millennium* 51, no. 2 (February 2023): 405–30.
22. Reike, Ruben, Serena K. Sharma, and Jennifer M. Welsh. "Conceptualizing the Responsibility to Prevent." In *The Responsibility to Prevent: Overcoming the Challenges of Atrocity Prevention*, edited by Serena K. Sharma and Jennifer M. Welsh. Oxford: Oxford University Press, 2015.
23. Shaw, Martin. "War and Genocide: A Sociological Approach | Sciences Po Violence de masse et Résistance - Réseau de recherche," November 4, 2007. <https://www.sciencespo.fr/mass-violence-war-massacre-resistance/fr/document/war-and-genocide-sociological-approach.html>.
24. Straus, Scott. *Making and Unmaking Nations: War, Leadership, and Genocide in Modern Africa*. Ithaca: Cornell University Press, 2015.
25. Tourinho, Marcos. "The Co-Constitution of Order." *International Organization* 75, no. 2 (2021): 258–81.
26. United States Holocaust Memorial Museum. "Definitions: Types of Mass Atrocities." Accessed July 21, 2021. <http://www.ushmm.org/genocide-prevention/learn-about-genocide-and-other-mass-atrocities/definitions>.
27. Welsh, Jennifer M. "Norm Robustness and the Responsibility to Protect." *Journal of Global Security Studies* 4, no. 1 (January 2019): 53–72.
28. Welsh, Jennifer M. "The Responsibility to Protect after Libya & Syria." *Daedalus* 145, no. 4 (2016): 75–87.
29. Wood, Elisabeth Jean, and Kim Thuy Seelinger. "Sexual Violence as a Practice of War: Implications for the Investigation and Prosecution of Atrocity Crime." In *The Oxford Handbook of Atrocity Crimes*, edited by Barbara Holá, Hollie Nyseth Brehm, and Maartje Weerdesteijn. Oxford: Oxford University Press, 2022.
30. World Summit Outcome Document, paragraphs 138 -140.