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## Term Information

Effective Term Autumn 2025

## General Information

Course Bulletin Listing/Subject Area Sociology  
Fiscal Unit/Academic Org Sociology - D0777  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 4791  
Course Title Understanding Modern Genocide  
Transcript Abbreviation Modern Genocide  
Course Description This course is geared toward addressing six major questions about this grave crime, including 1) What is genocide? 2) Why and how does genocide happen? 3) Why do people perpetrate genocide? 4) Why and how do people resist genocide? 5) How do citizens, communities, and countries rebuild after genocide? And 6) How can we prevent genocide?  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites none  
Exclusions none  
Electronically Enforced No

## Cross-Listings

Cross-Listings none

## Subject/CIP Code

Subject/CIP Code 45.1101  
Subsidy Level Baccalaureate Course  
Intended Rank Junior, Senior

## **Requirement/Elective Designation**

The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

### **Course goals or learning objectives/outcomes**

- Evaluate prominent theories about why genocide happens, as well as theories regarding actors and actions during genocide.
- Identify major 20th century genocides and analyze their impacts on citizens (and non-citizens) and communities through engagement with survivor memoirs, testimonies, and artistic works.
- Understand how peoples and communities rebuild after genocide.
- Connect with a relevant genocide advocacy organization and apply knowledge learned in class to create a service-learning project.
- Develop analytical skills that help you process and respond to current events in pursuit of being an informed, active, and engaged global citizen.

### **Content Topic List**

- What is genocide?
- Case studies of genocide
- Genocide prevention
- Ideologies of citizenship
- Genocide resistance
- Moral decision-making during genocide
- Transitional justice
- Restorative justice
- Collective memory

### **Sought Concurrence**

No

## **Attachments**

- Understanding Modern Genocide 3 credits (1).docx

*(Syllabus. Owner: Downey, Douglas B)*

**Comments**

- Bernadette,

We removed a significant assignment, aligning this more closely with a 3-credit hour course. Doug *(by Downey, Douglas B on 12/16/2024 04:34 PM)*

- Hi Doug,

- I do not think that the reinstate note is necessary since this was never a 3 credit course. The Dept of Sociology submitted it initially as a 4-credit course.

- I notice that in itself the workload of the course has not been adjusted for 3 credits. It is the same workload as for the 4 credit version. FYI that that may be an issue if later on the dept wants to submit this again for 4 credits. Indeed, the faculty reviewers will likely wonder why the 3 and 4-credit versions include the same amount of work. I will let you decide how you want to handle this. *(by Vankeerbergen, Bernadette Chantal on 12/13/2024 05:48 PM)*

- Please see Subcommittee feedback email sent 9/16/24. *(by Neff, Jennifer on 09/16/2024 01:38 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Downey, Douglas B	05/06/2024 10:22 AM	Submitted for Approval
Approved	Downey, Douglas B	05/06/2024 10:22 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/06/2024 01:38 PM	College Approval
Revision Requested	Neff, Jennifer	05/08/2024 03:06 PM	ASCCAO Approval
Submitted	Downey, Douglas B	05/08/2024 04:56 PM	Submitted for Approval
Approved	Downey, Douglas B	05/08/2024 04:56 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/08/2024 04:57 PM	College Approval
Revision Requested	Neff, Jennifer	09/16/2024 01:38 PM	ASCCAO Approval
Submitted	Downey, Douglas B	12/13/2024 01:10 PM	Submitted for Approval
Approved	Downey, Douglas B	12/13/2024 01:10 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	12/13/2024 05:48 PM	College Approval
Submitted	Downey, Douglas B	12/16/2024 04:34 PM	Submitted for Approval
Approved	Downey, Douglas B	12/16/2024 04:34 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/18/2024 09:50 AM	College Approval
Approved	Vankeerbergen, Bernadette Chantal	12/18/2024 09:51 AM	ASCCAO Approval
Pending Approval	Martin, Andrew William Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/18/2024 09:51 AM	ASC Approval

# Understanding Modern Genocide

## Sociology 4791; Term 202X

Class time and location

Instructor: Prof. Hollie Nyseth Nzitatira, she/her/hers, nzitatira.1@osu.edu

Office Hours: Tuesday/Thursday, TBD, or by appointment, 162 Townshend Hall

### 3-Credit Hours

#### Course Description

Genocide killed more people during the 20<sup>th</sup> century than all of the wars or homicide combined, and genocides have also impacted hundreds of millions of others who have been victimized by sexualized violence, displacement, and deliberate efforts to change a culture. This course is geared toward addressing six major questions about this grave crime, including 1) What is genocide? 2) Why and how does genocide happen? 3) Why do people perpetrate genocide? 4) Why and how do people resist genocide? 5) How do citizens, communities, and countries rebuild after genocide? And 6) How can we prevent genocide? We will address these questions via five major case studies, including the Holocaust, Cambodia, Guatemala, Bosnia-Herzegovina, and Rwanda, though we will consider colonial genocides and current genocides as well. The first half of the class will focus on understanding genocide through these cases, and the second half of the class will emphasize responses to genocide. Importantly, while we study genocide, we will also study genocide awareness and activism, and everyone will participate in a capstone project tied to genocide awareness, activism, and prevention. Indeed, preventing such atrocities requires courage and action amongst policymakers, scholars, activists, and engaged global citizens, including each of you.

#### Course Objectives

This course will introduce you to genocide studies. We will also connect readings and class discussions to current events, as genocide unfortunately continues to occur today. Specifically, I have designed the course with the following goals in mind for each of you:

- Evaluate prominent theories about why genocide happens, as well as theories regarding actors and actions during genocide.
- Identify major 20<sup>th</sup> century genocides and analyze their impacts on citizens (and non-citizens) and communities through engagement with survivor memoirs, testimonies, and artistic works.
- Understand how peoples and communities rebuild after genocide.
- Connect with a relevant genocide advocacy organization and apply knowledge learned in class to create a capstone project.
- Develop analytical skills that help you process and respond to current events in pursuit of being an informed, active, and engaged global citizen.

#### Required Texts

All readings will be posted on Carmen and should be completed prior to the class under which they are listed. I chose not to use a textbook to keep costs low, but **please read**.

## **Course Requirements**

### ***In-Class Writing, Group Work, and Attendance (20% of grade; 40 points)***

What: Participation points will stem from mini in-class writing assignments based on the readings or group work that you will complete in class.

Why: This will serve as an attendance taking mechanism, as well as provide some accountability for reading.

Due: I will randomly select when we will have in-class writing assignments based on the readings, survivor testimony reflections, and/or group work that will count for participation points. I will choose more days than points to ensure there is wiggle room, and you are welcome to speak with me if you cannot attend class.

### ***Motivations and Positionality Statement (5% of grade; 10 points)***

What: After we spend time in class reflecting on motivations for the capstone project, everyone will write one-page statement reflecting on their motivations and positionality as they undertake the project.

Why: When it comes to preventing atrocities, no single person or project can stop a genocide. However, we can all make some kind of difference in our communities that helps to further tolerance, peacebuilding, intergroup dialogue, commemorations, or other efforts that support genocide prevention. In order to better discern how you can make a difference, this exercise is designed to help you think through the specific relationships, opportunities, skills, or resources that you have that can be oriented toward the broader goal of the capstone project. It is also designed to help you think about the privilege and identities that you carry. Far too often people engage in service without fully considering their power, privilege, and motivations. As such, we will explicitly consider our own positions throughout the semester.

Due: The rubric is on Carmen, this is due on {DATE}.

### ***Testimony Engagement Journal (30% of grade; 60 points)***

What: Each of you will write a series of short responses—tied to specific prompts—regarding the testimonies, stories, and artistic works that you engage with throughout the semester.

Why: Throughout this course, you will engage with heavy material, and it is important to have an outlet to interact with and think about this material. Beyond this, however, a goal of this

course involves engaging with primary source materials from survivors, and this assignment provides you with a structured way to do so.

Due: The rubric with more information about the testimonies and the journal is on Carmen, and your journal is due (DUE DATE). Note I will not be reading all reflections but rather ensuring they are complete, as the goal is not to do this for a grade but rather for personal reflection.

### ***Capstone Project (45% of grade; 90 points)***

What: In small groups (3-4), we will be undertaking community engagement projects with organizations dedicated to preventing or responding to genocide or groups of local communities who have survived genocide (e.g., Rwandans in Ohio). For instance, you could work with a local survivor community to plan a genocide commemoration event. Or you could plan a genocide awareness event on campus in collaboration with a local nonprofit. Note that I have pre-selected several organizations that have set projects in mind (e.g., a museum that wants help with a testimony project), though others are more open to creating the project together. We will spend the first few weeks creating groups for the project and assigning you to an organization that you will collaborate with to undertake this project throughout the semester. You will be spending significant time on a weekly basis on this project.

Why: Active learning is one of the best methods for *actually* learning. So, what better way to learn than to undertake a relevant and timely project where you can learn deeply while simultaneously collaborating with a nonprofit or community organization on important work?

Due: You will have time to work on this in class, and you will also have a chance to tell me about other's input to the project, as well as your own. Note, however, that a good deal of the work will need to be done outside of class. The final project will be due on (DATE), and you will receive much more information regarding what you will be expected to turn in. Note you will also give brief group presentations during the last week of class to reflect on your projects with the class. Please note that your community partners will be invited to the presentation portions of class as well.

### **Late Assignments and Incompletes**

- Assignments are due at the start of class.
- Please **talk with me** if you would like additional time (*before* the assignment is due).
- If you do not speak with me and turn an assignment in late, points may be deducted.
- Incompletes are rare, but if you are unable to finish this class, please speak with me!

### **Writing, Citation Style**

- Use 12-point font (any font style is ok).
- Double-space everything.
- You can use any citation style.
- Plagiarism (which includes using other's words as your own without citation but also recycling assignments) is not acceptable.

## Grading

In my perfect world, I would not need to assign grades, and we could just focus on learning. However, that is not allowed. I will thus emphasize feedback over grades though will also provide clear grading rubrics and instructions for each assignment. The total number of points possible in this course is 200.

Assignment	Points
In-Class Writing, Group Work, and Attendance	40
Motivations and Positionality Statement	10
Testimony Engagement Journal	60
Capstone Engagement Project	90
Total	200

A	93-100 %	B+	87-89 %	C+	77-79 %	D+	67-69 %
A-	90-92 %	B	83-86 %	C	73-76 %	D	60-66 %
		B-	80-82 %	C-	70-72 %	E	0-59%

## Important Information (please see full statements at the end of the syllabus!)

- We will cover emotional content in this course. In light of this, please aim to disagree without becoming disagreeable, and **with respect and civility** for everyone in our course.
- Please tell me how I can **accommodate for any access needs and disabilities** if you feel they can be helpful to you; also contact the Office for Disability Services at 614-292-3307 or [slids@osu.edu](mailto:slids@osu.edu).
- The **Office for Military and Veterans Services** assists military members and veterans: contact [milvets@osu.edu](mailto:milvets@osu.edu) or 614-247-8387.
- The **Collegiate Recovery Community** assists people who are in or are seeking recovery from alcohol or drug addictions: contact [recover@osu.edu](mailto:recover@osu.edu) or 614-292-4527.
- Title IX and OSU policy **prohibit sexual misconduct of any kind**, including harassment, domestic and dating violence, sexual assault, and stalking. Please see <https://titleix.osu.edu/global-navigation/file-a-complaint/report/>

## Our Classroom

Our classroom—and any online or physical spaces we inhabit during our semester together—is anti-racist, anti-sexist, anti-homophobic, and anti-transphobic. As your instructor, I will not tolerate bigotry or discrimination of any kind, including but not limited to that tied race, ethnicity, gender, sexuality, physical limitations or disability, class, age, religion, nationality, and/or culture.

Ohio State also requires that each syllabus includes the following statement: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to

maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### **Expectations of Me**

- This syllabus may change, but we will always discuss changes as a class.
- I will reply to emails within three days (and usually sooner).
- If you read this syllabus, email me before class on {DATE}, and you'll get extra credit!
- Visit office hours, otherwise known as student hours. This is time that I have set aside for you! I'm happy to discuss the class, career options, current events, or anything else.
- Finally, please see the end of the syllabus for the new Ohio State policy on religious accommodations.



## **PART 1: SETTING THE STAGE**

### **Week 1: Introductions, Informed Citizenship, and Why Care About Genocide**

#### ***Tuesday: Introductions and Motivations***

Introductions, Class Contract, and Reflecting on Motivations

Verdeja, Ernesto. 2022. "Threading the Needle: Ethical Dilemmas in Preventing Mass Atrocities." In *Wicked Problems: The Ethics of Action for Peace, Rights, and Justice*. Edited by Austin Choi-Frizpatrick, Douglas Irving-Erickson, and Ernesto Verdeja.

#### ***Thursday: Defining Genocide***

Fein, Helen. 1990. "Introduction" In *Genocide, A Sociological Perspective*. Abebooks.

Straus, Scott. 2015. "The Concept and Logic of Genocide." In *Making and Unmaking Nations: The Origins and Dynamics of Genocide in Contemporary Africa*. Cornell University Press. Pages 17-33.

De Waal, Alex. 2016. "Writing Human Rights and Getting It Wrong." *Boston Review*.

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### **Week 2: Historical Genocides, Near and Far**

#### ***Tuesday: Colonial and Indigenous Genocides***

Alvarez, Alex. 2014. *Native America and the Question of Genocide*. Rowman & Littlefield. Chapters 1 and 2.

Dunbar-Ortiz, Roxanne. 2014. "This Land." An Indigenous People's History of the United States. New York: BeaconPress. Pages 1-12.

#### ***Thursday: Armenia***

Akcam, Taner. 2022. "Short History of the Armenian Genocide." *The Cambridge World History of Genocide*, Volume 3.

Derderian, Katharine. 2005. "Common Fate, Different Experience: Gender-Specific Aspects of the Armenian Genocide, 1915–1917." *Holocaust and Genocide Studies* 19(1):1-25. Skim.

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## **PART 2: CASE STUDIES**

### **Week 3: The Holocaust**

#### ***Tuesday: Understanding the Holocaust***

Bergen, Doris. 2016. *War & Genocide. A Concise History of the Holocaust*. Lanham: Rowman & Littlefield. Chapters 1 and 7.

Listen to this 7-minute interview with Timothy Snyder, author of *Black Earth*.

<https://www.npr.org/2015/09/09/438943243/black-earth-explores-dangers-of-misunderstanding-the-holocaust>

Watch this testimony: <https://www.ushmm.org/remember/holocaust-reflections-testimonies/one-survivor-remembers>

#### ***Thursday: Resistance During the Holocaust***

Einwohner, Rachel L. 2022. *Hope and Honor: Jewish Resistance During the Holocaust*. Oxford University Press. Chapter 1.

Choose to read either: “My Name is Selma” by Selma Van de Perre or “A Partisan’s Memoir” by Faye Schulman

Community Project Time and Reflection

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### **Week 4: Upstream Genocide Prevention**

#### ***Tuesday: Risk Factors of Genocide***

Nyseth Nzitatira, Hollie. “Predicting Genocide.” Pages 45-74 in *Genocide: Key Themes*. Edited by Dirk Moses and Donald Bloxham. Oxford University Press.

Skim: [https://www.americanbar.org/content/dam/aba/administrative/human\\_rights/atrocities-crimes-initiative/van-schaack-atrocities-prevention-blueprint-white-paper-2021.pdf](https://www.americanbar.org/content/dam/aba/administrative/human_rights/atrocities-crimes-initiative/van-schaack-atrocities-prevention-blueprint-white-paper-2021.pdf)

#### ***Thursday: Leadership Models***

Valentino, Benjamin. 2004. “Chapter 1. Mass Killing and Genocide,” In *Final Solutions: Mass Killing and Genocide in the 20th Century*. Cornell University Press. pp. 9-15.

Choose one from several TEDx talks posted on the Carmen page about citizenship, privilege, and activism.

Community Project Time and Reflection

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## **Week 5: Cambodia**

### ***Tuesday: Overview***

Hinton, Alexander Laban. 2005. *Why Did they Kill?: Cambodia in the Shadow of Genocide*. University of California Press. Chapter 1.

Read “First They Killed My Father” by Luong Ung and this critical analysis of survivor testimony: <https://daily.jstor.org/should-readers-trust-inaccuracy-in-memoirs-about-genocide/>

Spend time on the Cambodian Genocide Project Website. <https://gsp.yale.edu/case-studies/cambodian-genocide-program>

### ***Thursday: Ideologies of Citizenship***

Read this brief interview with Keith Chee: <https://contexts.org/articles/contextualizing-cambodia/>

Weitz, Eric. 2003. “Radical Communism: Cambodia Under the Khmer Rouge.” In *A Century of Genocide: Utopias of Race and Nation*. Princeton University Press.

Listen to Monica Sok read *The Weaver* from *A Nail the Evening Hangs On*: <https://www.coppercanyonpress.org/books/a-nail-the-evening-hangs-on-by-monica-sok/>

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## **Week 6: Guatemala**

### ***Tuesday: Overview of Indigeneity, Citizenship, and the Genocide***

Choose one of the USC Shoah foundation testimonies on the Carmen website to listen to before class.

Read pages TBD from *I, Rigoberta Menchu: An Indian Woman in Guatemala*.

### ***Thursday: Archival Work in Guatemala***

Weld, Kirsten. 2014. *Paper Cadavers: The Archives of Dictatorship in Guatemala*. Duke University Press. Chapter 1.

Skim: Sanford, Victoria. 2008. "From Genocide to Femicide: Impunity and Human Rights in Twenty-First Century Guatemala." *Journal of Human Rights* 7(2): 104-122.

Community Project Time and Reflection

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**Week 7: Bosnia-Herzegovina**

***Tuesday: Citizenship, Nationalism, and Identity during Genocide***

Sekulic, Dusko, Garth Massey, and Randy Hodson. 1994. "Who Were the Yugoslavs? Failed Sources of a Common Identity in the Former Yugoslavia." *American Sociological Review*: 83-97.

Listen to testimony by Smajil Klempić: <https://sfi.usc.edu/collections/bosnia-herzegovina#>

***Thursday: Gender-Based Violence During Genocide***

Hansen, Lene. 2000. "Gender, Nation, Rape: Bosnia and the Construction of Security." *International Feminist Journal of Politics* 3(1): 55-75.

Community Project Time and Reflection

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**Week 8: Rwanda**

***Tuesday: Overview***

Mironoko, Charles. 2004. "Igitero: Means and Motive in the Rwandan Genocide." *Journal of Genocide Research* 6(1): 47-60.

Listen to Immaculee Ilibagiza: <https://www.youtube.com/watch?v=wcWRfxttOlk>

***Thursday: International Response***

Barnett, Michael N. 1997. "The UN Security Council, Indifference, and Genocide in Rwanda." *Cultural Anthropology* 12(4): 551-578.

For more: See *Shake Hands with the Devil* by Romeo Dallaire.

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**PART 3: RESPONDING TO AND PREVENTING GENOCIDE**

**Week 9: Moral Decision-Making During Genocide**

***Tuesday: Participation in Violence***

Williams, Timothy. 2020. "The Complexity of Evil: Introducing the Model." *The Complexity of Evil: Perpetration and Genocide*. Chapter 1.

Fujii, Lee Ann. 2008. "The Power of Local Ties: Popular Participation in the Rwandan Genocide." *Security Studies* 17(3):568-597.

***Thursday: Rescue Efforts and Resistance***

Nechama Tec. 2008. *Defiance: The Bielski Partisans*. Oxford University Press. Pages TBD.

Read one of the rescue testimonies on the Aegis Trust website regarding Rwanda:  
<https://www.aegistrust.org/what-we-do/activities/genocide-archive-rwanda/>

Community Project Time and Reflection

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**Week 10: Mid-Stream Genocide Prevention and the Aftermath**

***Tuesday: Intervention in Genocide***

Waller, James. 2016. Chapter 5: "Midstream Prevention Strategies." In *Confronting Evil: Engaging Our Responsibility to Prevent Genocide*. Oxford University Press.

Spend time on the USHMM Toolkit (Click "Tools for Atrocity Prevention) here:  
<https://www.ushmm.org/genocide-prevention/simon-skjodt-center/work/lessons-learned>

***Thursday: Victimology of Genocide***

McEvoy, Kieran, and Kirsten McConnachie. 2012. "Victimology in Transitional Justice: Victimhood, Innocence and Hierarchy." *European Journal of Criminology* 9(5):527-538.

Community Project Time and Reflection

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**Week 11: Depicting Genocide**

***Tuesday: Representing Violence***

Bringedal Houge, Anette. 2022. "Violent Re-Presentations: Reflections on the Ethics of Re-Presentation in Violence Research." *Qualitative Research*. Early view 1-17. (Skim)

Read this review regarding dark tourism:  
<https://wheretheroadforks.com/dark-tourism-ethics-and-criticisms/>

***Thursday: Working with Testimony***

How to Use Testimony: <https://www.ushmm.org/m/pdfs/USHMM-Guidelines-Teaching-with-Survivor-Testimony.pdf>

Skim re: secondary trauma: <https://psychcentral.com/health/secondary-trauma#causes>

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**Week 12: Transitional Justice Courts**

***Tuesday: Transitional Justice***

Mamdani, Mahmood. 2010. "Responsibility to Protect or Right to Punish." *Journal of International Statebuilding* 4(1):53-67.

Hinton, Alexander. 2018. *The Justice Facade: Trials of Transition in Cambodia*. Oxford University Press. Chapter 1.

Engage with Nuremberg Prosecutor Ferencz (in a new interactive website where you can ask him questions): <https://iwitness.usc.edu/dit/benferencz>

***Thursday: Restorative Justice***

Minow, Martha. 1999. *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*. Beacon Press. Pages TBD.

Daly, Erin. 2008. "Truth Skepticism: An Inquiry into the Value of Truth in Times of Transition." *International Journal of Transitional Justice* 2: 23-41.

Watch this brief video of Desmond Tutu: <https://www.youtube.com/watch?app=desktop&v=YY-ee1hhghQ>

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**Week 13: Localized Justice and Collective Memory**

***Tuesday: Localizing Restorative Justice***

Shaw, Rosalind, Lars Waldorf, and Pierre Hazan, eds. 2010. *Localizing Transitional Justice: Interventions and Priorities after Mass Violence*. Stanford University Press. Choose one chapter to skim from the eBook linked on Carmen.

Murithi, Tim. 2022. “The Ethics of Transitional Justice.” *Wicked Problems: The Ethics of Action for Peace, Rights, and Justice*. Edited by Austin Choi-Frizpatrick, Douglas Irving-Erickson, and Ernesto Verdeja.

Community Project Time and Reflection

***Thursday: Collective Memory***

Jacobs, Janet. 2017. “The Memorial at Srebrenica: Gender and the Social Meanings of Collective Memory in Bosnia-Herzegovina.” *Memory Studies* 10(4):423–39.

Fox, Nicole. 2021. “Trauma and the Stratification of Collective Memory.” *After Genocide: Memory and Reconciliation in Rwanda*. University of Wisconsin Press. Pages 71-93. (Skim)

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**Week 14: Current Genocides and Wrapping Up**

***Tuesday: Rohingya and Uyghur Genocide***

Azeem, Ibrahim. 2018. *The Rohingyas: Inside Myanmar’s Genocide* London: Hurst & Co. Pages TBD.

Group presentations reflecting on capstone projects.

***Thursday: Wrapping Up—Group presentations of capstone projects***

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## Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**.

**Policy: Religious Holidays, Holy Days and Observances**



## **Student Life and Disability Services**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## **Mental Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.