

## SYLLABUS – A COURSE DESCRIPTION

### I. General information

1. Course name: **Genocides and Ecocides: A Planetary Perspective**
2. Course code: 18-GEPP-PIE
3. Course type: optional
4. Study programme name: history
5. Cycle of studies: MA level
6. Educational profile: general academic profile
7. Year of studies (if relevant): I-II
8. Type of classes and number of contact hours: **30 hours lectures**
9. Number of ECTS credits: 3
10. Name, surname, academic degree/title of the course lecturer/other teaching staff:  
prof. dr hab. Ewa Domańska – [ewa.domanska@amu.edu.pl](mailto:ewa.domanska@amu.edu.pl)
11. Language of classes: English
12. Online learning: no

### II. Detailed information

1. Course aim (aims):
  - to introduce students to various cases of ecocides and genocides in contemporary history and to demonstrate the events' interdependence;
  - to deepen students' understanding of the diverse ways that the concept of the Holocaust has been universalized and to introduce students to its various usages (Jewish Holocaust, nuclear holocaust, animal holocaust, environmental holocaust);
  - to encourage students to critically reflect on the problem of anthropocentrism and dehumanization through analysis of ecocides and genocides.
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2. Pre-requisites in terms of knowledge, skills and social competences (if relevant):

Advanced knowledge of English; scholarly interest in the human and non-human condition, environmental humanities, genocide studies, extinction of species, climate change and anthropogenic natural disasters

3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

Course learning outcome symbol (EU)	On successful completion of this course, a student will be able to:	Reference to study programme learning outcomes (EK)
EU_01	Student understands the concepts of genocide, ecocide, holocaust and mass killings and can identify the differences between them	K_W02, K_K02
EU_02	Student knows various cases of genocide and ecocide that happened in the twentieth century	K_W01, K_W04
EU_03	Student understands the concept of the Jewish Holocaust and is able to identify differences between the Holocaust and other cases of mass destructions called holocausts	K_W02, K_W14, K_K02
EU_04	Student understands and is able to describe the interdependency between various ecocides and genocide as outcomes of colonialism, modernity and global capitalism	K_W04, K_W06, K_W14
EU_05	Student understands the concept and the problem of anthropocentrism and dehumanization	K_W02, K_W06
EU_06	Student understands the historian's role in building a vision of the past that has survival value for the species and the Earth	K_K01
EU_07	Student understands the idea of the planetary perspective and recognizes the importance of looking at the past from	K_W01, K_W06, K_W11, K_W12

	the point of view of both human well-being and non-human/nature well-being	
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4. Learning content with reference to course learning outcomes (EU):

Course learning content:	Course learning outcome symbol (EU)
1. Studies on ecocides and genocides in the context of the ongoing discussions on the Anthropocene, environmental degradation and species extinction	EU_07
2. Differences and similarities between the concepts of genocide, ecocide, holocaust and mass killings	EU_01
3. Ecocides and genocides as results of colonialism, modernity and global capitalism	EU_04
4. Jewish Holocaust as a paradigm of modern genocide versus other types of holocaust (nuclear, spiritual, animal holocaust, environmental holocaust)	EU_02
5. Atomic bombing on Hiroshima and Nagasaki and the Vietnam War as examples of the simultaneous extermination of people and nature	EU_02, EU_03, EU_4
6. Pathological anthropocentrism and dehumanization as premises for the occurrence of ecocides and genocides	EU_05
7. The historian's role in building a vision of the past that has survival value for the species and the planet	EU_06

5. Reading list:

- *Annihilating Difference: The Anthropology of Genocide*, ed. Alexander Laban Hinton. Berkeley: University of California Press, 2002;
- Franz J. Broxwimmer, *Ecocide. A Short History of the Mass Extinction of Species*. London: Pluto Press, 2002;
- Ward Churchill, *Struggle for the Land. Native North American Resistance to Genocide, Ecocide and Colonization*. City Lights Books, 2002;
- Paul Crutzen, "Geology of Mankind." *Nature*, vol. 415, 3 January 2002: 23;
- Richard C. Foltz, "Does Nature Have Historical Agency? World History, Environmental History, and How Historians Can Help Save the Planet?" *The History Teacher*, vol. 37, no. 1, November 2003: 9-28;
- Nick Haslam, "Dehumanization: An Integrative Review." *Personality and Social Psychology Review*, vol. 10, no. 3, 2006: 252-264;
- Kübra Kalkandelen & Darren O'Byrne, "On ecocide: toward a conceptual framework". *Distinktion: Journal of Social Theory*, vol. 18, no. 3, 2017: 333-349;
- Charles Patterson, *Eternal Treblinka. Our Treatment of Animals and the Holocaust*. London: Lantern Books, 2002;
- Edmund Russell, *War and Nature. Fighting Humans and Insects with Chemicals from World War I to Silent Spring*. Cambridge: Cambridge University Press, 2001;
- Damien Short, *Redefining Genocide. Settler Colonialism, Social Death and Ecocide*. London: ZED Books, 2016;
- David Sztybel, "Can the Treatment of Animals be Compared to the Holocaust." *Ethics and Environment*, vol. 11, no. 1, 2006: 97-132;
- James P. Sterba, "Understanding Evil: American Slavery, the Holocaust, and the Conquest of the American Indians". *Ethics*, vol. 106, no. 2, January 1996: 424-448.

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest different methods)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	X

Interactive lecture	X
Problem – based lecture	X
Discussions	X
Text-based work	X
Case study work	X
Problem-based learning	X
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	
Laboratory work	
Scientific inquiry method	X
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	
Group work	
Other (please specify) -	
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2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO and/or suggest different methods):

Assessment methods	Course learning outcome symbol						
	EU_01	EU_02	EU_03	EU_04	EU_05	EU_06	EU_07
Written exam							
Oral exam							
Open book exam							
Written test							
Oral test	x	x	x	x	x	x	x
Multiple choice test							
Project							
Essay	x	x	x	x	x	x	x
Report							
Individual presentation		x	x	x	x		
Practical exam (performance observation)							
Portfolio							
Other (please specify) -							

3. Student workload and ECTS credits:

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30
Independent	Preparation for classes	10
	Reading for classes	10

	Essay / report / presentation / demonstration preparation, etc.	15
	Project preparation	
	Term paper preparation	10
	Exam preparation	15
	Other (please specify) -	
	...	
Total hours		90
Total ECTS credits for the course		3

\* please indicate the appropriate activity types and/or suggest different activities

#### 4. Assessment criteria in accordance with AMU in Poznan's grading system:

**Very good (bdb; 5,0):**

very good knowledge of the issues discussed during classes confirmed by the oral test; excellent knowledge of the discussed literature (readings); constant activity during classes, perfect presentation and outstanding term paper

**Good plus (+db; 4,5):**

As above, with slight shortcomings in the scope of knowledge checked during the oral test and in the scope of presentation and term paper

**Good (db; 4,0):**

good knowledge of the issues discussed during classes confirmed by the oral test; satisfactory knowledge of readings; unsystematic activity in the classroom, good presentation and good term paper

**Satisfactory plus (+dst; 3,5):**

satisfactory knowledge of the issues discussed during classes; average knowledge of readings; average activity during classes, average presentation and term paper

**Satisfactory (dst; 3,0):**

selective knowledge of the main issues discussed during classes, deficiencies in knowledge obtained from the readings; poor activity during exercises, average presentation and term paper

**Unsatisfactory (ndst; 2,0):**

unsatisfactory knowledge of issues discussed during classes; no knowledge of readings; lack of activity during classes, failed presentations and unsatisfactory term paper