

# SYLLABUS

## 1. Information regarding the programme

1.1 Higher education institution	<b>BABEŞ-BOLYAI UNIVERSITY</b>
1.2 Faculty	<b>FACULTY OF POLITICAL, ADMINISTRATIVE AND COMMUNICATION SCIENCES</b>
1.3 Department	<b>JOURNALISM DEPARTMENT</b>
1.4 Field of study	<b>COMMUNICATION SCIENCES</b>
1.5 Study cycle	<b>MASTERATE</b>
1.6 Study programme / Qualification	<b>APPLIED MEDIA STUDIES</b>

## 2. Information regarding the discipline

2.1 Name of the discipline	<b>INTERNATIONAL LAW AND GENOCIDE / UMM3102</b>						
2.2 Course coordinator	<b>Dr. Kinga TIBORI-SZABÓ – Phone: 0031614457015</b>						
2.3 Seminar coordinator	<b>Dr. Kinga TIBORI-SZABÓ – E-mail: <a href="mailto:kingatibori@gmail.com">kingatibori@gmail.com</a></b>						
2.4. Year of study	<b>1</b>	2.5 Semester	<b>1</b>	2.6. Type of evaluation	<b>E</b>	2.7 Type of discipline	<b>DS</b>

## 3. Total estimated time (hours/semester of didactic activities)

3.1 Hours per week	3	Of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the curriculum	42	Of which: 3.5 course	28	3.6 seminar/laboratory	14
Time allotment:					hours
Learning using manual, course support, bibliography, course notes					7
Additional documentation (in libraries, on electronic platforms, field documentation)					14
Preparation for seminars/labs, homework, papers, portfolios and essays					21
Tutorship					7
Evaluations					3
Other activities: .....					0.0
3.7 Total individual study hours	52				
3.8 Total hours per semester	94				
3.9 Number of ECTS credits	<b>5</b>				

## 4. Prerequisites (if necessary)

4.1. curriculum	<ul style="list-style-type: none"> <li>• None</li> </ul>
4.2. competencies	<ul style="list-style-type: none"> <li>• knowledge of Microsoft Office computer programs (Word, Excel, Access), permanent e-mail address</li> </ul>

## 5. Conditions (if necessary)

5.1. for the course	<ul style="list-style-type: none"> <li>Attendance is <b>OBLIGATORY</b>, absence from two lectures and one seminar allowed</li> </ul>
5.2. for the seminar /lab activities	<ul style="list-style-type: none"> <li>continuous following of the news</li> <li>active participation in the seminars</li> <li>academic misconduct (plagiarism, falsification, or other forms of dishonesty): the student will receive a zero for the assignment in question, and will face disciplinary action according to the University regulations</li> </ul>

## 6. Specific competencies acquired

<b>Professional competencies</b>	<p>Knowledge</p> <ul style="list-style-type: none"> <li>Basic knowledge of international law as a field of law</li> <li>Basic knowledge of international criminal law and the laws of war</li> <li>In-depth knowledge of the concept and history of genocide</li> <li>In-depth knowledge of the legal questions regarding genocide</li> </ul> <p>Abilities</p> <ul style="list-style-type: none"> <li>Ability to report accurately on international law-related news</li> <li>Capacity to differentiate between the various international courts and their competence</li> <li>Capacity to differentiate between various international crimes for reporting purposes</li> <li>Ability to investigate genocide-related questions</li> </ul>
<b>Transversal competencies</b>	<ul style="list-style-type: none"> <li>Capacity to analyze, interpret, structure, and synthesize information</li> <li>Full command of a foreign language</li> <li>Enterprising initiative in field-related activities</li> <li>Capacity of appreciation of diversity and multiculturalism</li> </ul>

## 7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	<ul style="list-style-type: none"> <li>The course will introduce the students to the various fields of international law, especially those that are relevant for the prosecution of genocide and other international crimes; the course will further focus on the history of the crime and concept of genocide, and how international law becomes relevant for its prosecution</li> </ul>
7.2 Specific objective of the discipline	<ul style="list-style-type: none"> <li>Students will learn how to distinguish the various sub-fields of international law and which are those that are the most important when it comes to international crimes</li> <li>They will learn about the various categories of international crimes and the differences between them as well as the international courts that prosecute these crimes</li> <li>Students will understand what the concept of genocide refers to; they will get acquainted with the occurrence of the crime throughout history, how the legal term eventually developed and what it means today</li> <li>They will learn about the various legal questions surrounding the concept of genocide and how to report accurately on them</li> </ul>

## 8. Content

8.1 Course	Teaching methods	Remarks
<u>1<sup>st</sup> week:</u> <ul style="list-style-type: none"> <li>- Basic goals and requirements of the course</li> <li>- Explanations on the reader (mandatory readings) and recommended bibliography</li> <li>- Individual paper, test and grading</li> </ul>	Lecture by teacher	Power-point presentation by lecturer
<u>2<sup>nd</sup> week:</u> <ul style="list-style-type: none"> <li>- Brief introduction to international law</li> <li>- The various sub-fields and their relevance for international crimes</li> </ul>	Lecture by teacher with class discussion	Power-point presentation by lecturer
<u>3<sup>rd</sup> week:</u> <ul style="list-style-type: none"> <li>- International Courts</li> <li>- How many are there, what do they do, how to tell the difference</li> </ul>	Lecture by teacher with class discussion	Power-point presentation by lecturer
<u>4<sup>th</sup> week:</u> <ul style="list-style-type: none"> <li>- International Crimes – brief introduction of the main types</li> <li>- Crimes against humanity, war crimes, the crime of terrorism, genocide (definitions, explanations, differences)</li> </ul>	Lecture by teacher with class discussion	Power-point presentation by lecturer
<u>5<sup>th</sup> week:</u> <ul style="list-style-type: none"> <li>- Brief overview of organized killings in history (prehistory, antiquity, early modernity, modernity, 20<sup>th</sup> century and beyond)</li> <li>- Discerning the elements of genocide</li> <li>- Discerning the main questions</li> </ul>	Lecture by teacher with class discussion	Power-point presentation by lecturer <b><i>Students to choose individual topics for their paper</i></b>
<u>6<sup>th</sup> week:</u> <ul style="list-style-type: none"> <li>- Naming genocide: Raphael Lemkin</li> <li>- Defining genocide: the UN Convention</li> </ul>	Lecture by teacher with class discussion	Power-point presentation by lecturer
<u>7<sup>th</sup> week:</u> <ul style="list-style-type: none"> <li>- Applying the definition: the Armenian case</li> <li>- PBS documentary “The Armenian Genocide”</li> </ul>	Lecture by teacher + film projection	Power-point presentation by lecturer and film projection
<u>8<sup>th</sup> week:</u> <ul style="list-style-type: none"> <li>- Applying the definition: the Holocaust</li> <li>- Arnold Schwartzman “Genocide”</li> </ul>	Lecture by teacher + film projection	lecture by teacher + film projection
<u>9<sup>th</sup> week:</u> <ul style="list-style-type: none"> <li>- Genocide on Trial</li> <li>- The International Military Tribunal at Nuremberg</li> <li>- The Eichmann Trial</li> </ul>	Lecture by teacher with class discussion	Power-point presentation by lecturer
<u>10<sup>th</sup> week:</u> <ul style="list-style-type: none"> <li>- Incitement to Genocide: The Rwandan “Cockroaches”</li> <li>- Terry George, “Hotel Rwanda”</li> </ul>	Lecture by teacher + film projection	Power-point presentation by lecturer
<u>11<sup>th</sup> week:</u> <ul style="list-style-type: none"> <li>- “Ethnic Cleansing” v. Genocide</li> <li>- The Bosnian case</li> <li>- Video: “Trnovo Executions”</li> </ul>	Lecture by teacher + film projection with class discussion	Power-point presentation by lecturer
<u>12<sup>th</sup> week:</u> <ul style="list-style-type: none"> <li>- Genocide on Trial – Revisited</li> <li>- The international tribunals for Rwanda and former Yugoslavia</li> </ul>	Lecture by teacher with class discussion	Power-point presentation by lecturer
<u>13<sup>th</sup> week:</u> <ul style="list-style-type: none"> <li>- Justice and Genocide: What about the Victims?</li> <li>- The Reluctant International Court of Justice</li> <li>- Forms of reparations</li> <li>- “Case 002: History of a Verdict” (Cambodia)</li> </ul>	Lecture by teacher + film projection	Power-point presentation by lecturer Delivery deadline for the individual “research paper”
<u>14<sup>th</sup> week:</u> <ul style="list-style-type: none"> <li>- Memory and Genocide</li> </ul>	Lecture by teacher and class discussion	Power-point presentation by lecturer

<ul style="list-style-type: none"> <li>- Genocide Denial: a crime?</li> <li>- The role of the media in remembering genocide</li> </ul>		
<p>Bibliography</p> <p><b>A. Mandatory</b>  A “reader” will be prepared by the lecturer with mandatory readings for each lecture and seminar. The reader will contain excerpts of books, journal and newspaper articles relevant to each topic. The reader will be sent to the students before the beginning of the course via email (in PDF format). The students will then be able to print the particular readings or use the electronic version of the reader.</p> <p><b>B. Optional readings</b></p> <ol style="list-style-type: none"> <li>1. Jones, A., <i>Genocide: A Comprehensive Introduction</i>, Routledge, 2010</li> <li>2. Raphael Lemkin, Key Writings of Raphael Lemkin on Genocide. <a href="http://www.preventgenocide.org/lemkin/">http://www.preventgenocide.org/lemkin/</a></li> <li>3. Holocaust Encyclopaedia, United States Holocaust Memorial Museum, <a href="http://www.ushmm.org/learn/holocaust-encyclopedia">http://www.ushmm.org/learn/holocaust-encyclopedia</a></li> <li>4. Hannah Arendt, <i>Eichmann in Jerusalem: A Report on the Banality of Evil</i>. New York: The Viking Press, 1965.</li> <li>5. William A. Schabas, <i>Genocide in International Law: The Crime of Crimes</i>. Cambridge: Cambridge University Press, 2000</li> <li>6. PreventGenocide.org. <a href="http://www.preventgenocide.org">http://www.preventgenocide.org</a></li> </ol>		
8.2 Seminar / laboratory	Teaching methods	Remarks
<ol style="list-style-type: none"> <li>1. From Soldier to Convict: How the laws of war work <ul style="list-style-type: none"> <li>- This seminar takes an in-depth view at the laws of war and how behaviour in armed conflict can lead to prosecution and punishment</li> </ul> </li> </ol>	Class discussion	
<ol style="list-style-type: none"> <li>2. The International Criminal Court <ul style="list-style-type: none"> <li>- “The Prosecutor”, ICARUS Films</li> <li>- This seminar takes an in-depth view at the ICC, after lectures 3 and 4 present international courts and crimes</li> </ul> </li> </ol>	Film projection and class discussions	
<ol style="list-style-type: none"> <li>3. Discussing the individual research paper topics <ul style="list-style-type: none"> <li>- In week 5 the students have to choose their research topics; this seminar will guide them on the research and writing of the individual papers</li> </ul> </li> </ol>	Individual and collective discussions	
<ol style="list-style-type: none"> <li>4. Applying the definition: The Holocaust in Transylvania (with reference to Romania and Hungary) <ul style="list-style-type: none"> <li>- This seminar looks at the same questions raised by lectures 7 and 8, but in a local context</li> </ul> </li> </ol>	Class discussion of individual Holocaust stories	
<ol style="list-style-type: none"> <li>5. Means to an End: <i>Genocidaire</i> Methods (1) <ul style="list-style-type: none"> <li>- Burning the books: cultural genocide?</li> <li>- Medical experiments: the Nazi doctors’ case</li> </ul> </li> </ol>	Class discussion	
<ol style="list-style-type: none"> <li>6. Means to an End: <i>Genocidaire</i> Methods (2) <ul style="list-style-type: none"> <li>- Gendercide: Rape and sexual violence as elements of genocide</li> <li>- Genocidal state policy? (Cambodia, Bosnia)</li> </ul> </li> </ol>	Class discussion	
<ol style="list-style-type: none"> <li>7. The Limits of Legal Imagination: <ul style="list-style-type: none"> <li>- What international law can do to prevent genocide?</li> <li>- Can journalists do more?</li> </ul> </li> </ol>	Class discussion	
<p>Bibliography</p> <p>The seminar bibliography will be provided in the Reader (see mandatory bibliography above). It is mandatory to read the bibliography before the seminars.</p>		

**9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program**

- The lectures and seminars will offer students basic knowledge of international law that they can use in their reporting activities. It will provide them with basic understanding of how international judicial institutions work. Furthermore, the course will provide students with thorough knowledge of the concept, history and legal relevance of genocide. They will gain in-depth knowledge of various cases of genocide and the legal questions surrounding those instances. The students will also learn how to discern discourses suggestive of genocidaire intent and methods. All these skills will aid the students in their journalistic endeavours related to reporting international crimes, genocide and in recognizing and uncovering related practices.

**10. Evaluation**

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share in the grade (%)
10.4 Course	knowledge of the lectured material	written test	40%
10.5 Seminar/lab activities	delivery of one individual paper by the imposed deadline	evaluation of the papers by teacher	40%
	Attendance, participation	attendance is mandatory, active participation in the discussions and debates is highly recommended	20%
10.6 Minimum performance standards			
<ul style="list-style-type: none"> <li>➤ delivery of the individual paper</li> <li>➤ at least a 5 out of 10 at the test</li> <li>➤ absence from no more than two lectures and one seminar</li> </ul>			

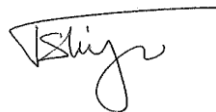
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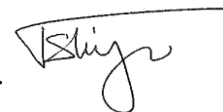
Signature of course coordinator

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Signature of seminar coordinator

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Date of approval

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Signature of the head of department

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