Course manual
Joint Master's Programme in
International Humanitarian Action

Prevention of Mass Atrocities
Semester 1
1. Introduction

The course is an excellent opportunity to familiarize yourselves with the categories of mass atrocities and international crimes. You analyze legal definitions and mass atrocities as processes in a comparative perspective. The purpose is to find out what instruments can be used to prevent mass atrocities. What are roles of states, international organizations and individuals? What measures can be used before, during and after the armed conflict to prevent mass atrocities?

2. Learning outcomes

In conformity with the learning outcomes set out by the NOHA network, students should achieve the following learning outcomes by the end of this module:
### Learning outcomes

After finishing the second-cycle studies in *Humanitarian Action*, the student:

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Reference to the learning outcomes of the Programme</th>
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<tbody>
<tr>
<td>Has a thorough knowledge of the sources and developments of the international legal regulations on the gravest international crimes: war crimes, crimes against humanity and genocide, their scope, causes and consequences as well as connections between massive violations of human rights and security.</td>
<td>K_W03 ++ K_W04 ++ K_W05 ++ K_W06 ++ K_W07 +++</td>
</tr>
<tr>
<td>Has specialised knowledge of national and international instruments and mechanisms for prevention and response to human rights atrocities.</td>
<td>K_W10 +++</td>
</tr>
<tr>
<td>Has a critical understanding of the humanitarian principles and standards and the problematic nature of the dilemmas involved.</td>
<td>K_W02 +++</td>
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<thead>
<tr>
<th>Skills</th>
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<tbody>
<tr>
<td>Has demonstrated the ability to formulate adequate and ethically sound recommendations for humanitarian action, in particular in the area of prevention of human rights atrocities.</td>
<td>K_U02 +++</td>
</tr>
<tr>
<td>Has demonstrated the skills to identify, critically analyse, classify and assess cases of international crimes.</td>
<td>K_U03 ++ K_U08 +</td>
</tr>
<tr>
<td>Has specialised skills to critically analyse and assess contemporary instruments and mechanisms for prevention of international crimes, and to promote the best and safest response in humanitarian emergency contexts.</td>
<td>K_U04 +++ K_U05 + K_U07 ++</td>
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<tr>
<th>Social competences</th>
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<tbody>
<tr>
<td>Has shown to be able to work in a professional environment demanding competences in the area of prevention of human rights atrocities and international crimes, as well as restoration of the rule of law and respect for human rights.</td>
<td>K_K04 +++ K_K05 + K_K07 ++</td>
</tr>
<tr>
<td>Has demonstrated to be sensitive towards cases of massive human rights abuses and aware of their consequences. In response applies clear ethical standards informed by the humanitarian principles, values and professional code of conduct.</td>
<td>K_K02 +++</td>
</tr>
<tr>
<td>Has developed an open attitude towards acquiring new knowledge and is ready to undertake further stages in education.</td>
<td>K_K03 + K_K07 +</td>
</tr>
</tbody>
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### 3. Course material

See below.

### 4. Teaching and learning methodology

In order to finish the module successfully students are asked to:
- read materials
- take active part in the discussion
- prepare presentation
- prepare the movie
- pass tests

5. Programme and training activities

**Week 1**

I Introduction to Prevention of Mass Atrocities
- explaining major categories and definitions
- actors
- goals of the course
- Warsaw as a memorial city

**Week 2**

II Mass atrocities in Historical Perspective – Their Course and Consequences
- Aborigines
- Armenians
- Soviet crimes
- Colonialism crimes

**Week 3**

III Groups of Victims During WWII and techniques of extermination
- national, ethnic, religious groups, among others Jews, Roma
- political groups
- homosexuals
- disabled
- civilians

- R. Lemkin, Genocide—A New Term And New Conception For Destruction Of Nations (Chapter IX), Axis Rule In Occupied Europe, NYC 1944.
- Holocaust Encyclopedia, US Holocaust Memorial Museum
- Mosaic of Victims, US Holocaust Memorial Museum

**Week 4**

IV Legal Framework
UN Charter
UN Convention for the Prevention and Punishment of crime of Genocide
UN Convention on the non-applicability of statutory limitations to war crimes and crimes against humanity
War crimes in IHL
International crimes in the Rome Statute of ICC

- W.A. Schabas, Convention for the Prevention and Punishment of crime of Genocide (UN material)
- Documents

**Week 5**

**V. Genocide as a process**
- Stages of Genocide by Dr. Gregory Stanton
- Case study: Rwanda
  - G.H. Stanton, 10 Stages of Genocide
  - Maria van Haperen, The Rwandan Genocide, 1994,

**Week 6**

**VI. Hate speech**
- Definition and the scope
- Dangerous speech
- Case studies
  - Council of Europe Fact Sheet

**Week 7**

**VII. The role of Individuals**
- perpetrators
- victims
- bystanders
- Experiments: Milgram’s, Zimbard’s

### Week 8

**VIII. "Responsibility to Protect"**
- From the humanitarian intervention to R2P
- The work of the International Commission on Intervention and State Sovereignty
- Adapting the concept by the United Nations
- The involvement of the Secretary-General
- The role of states and other actors

- 2005 World Summit Outcome, GA Resolution

### Week 9

**IX UN Preventive Instruments**
- early warningv
- political and diplomatic instruments
- economic instruments
- legal instruments
- social instruments
- education

- Early warning, assessment and the responsibility to protect, Secretary General report, 2010
- Responsibility to protect: State responsibility and prevention, Secretary General report, 2013

### Week 10

**X. UN – Risk Evaluation**
- Office of The Special Adviser on The Prevention of Genocide
- Framework of Analysis for the Prevention of Atrocity Crimes

- Framework of Analysis for the Prevention of Atrocity Crimes

### Week 11
XI. Regional instruments of prevention
EU and the Prevention of Mass Atrocities
OSCE system, High Commissioner on National Minorities
The African Task Force (ATF)

S. Wolff, Twenty Years On: The Continuing Relevance of the OSCE High Commissioner on National Minorities

XII. Presenting movies

6. Workload
125 hours

7. Assessment methods
written tests (60%), project movie (25%), engagement and presentations (15%)

8. Assessment criteria
- Preparing/reading materials
- Taking part in the discussion, engagement, presentation
- Results of written tests
- Project movie