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APPLICATION FOR NEW COURSE

1. Submitted by College of Social Work Date January 9, 2007

Department/Division offering course Social Work

2. Proposed designation and Bulletin description of this course

a. Prefix and Number SW511 b. Title\* Genocide: Intervention with Survivors & Global Prevention

\*NOTE: If the title is longer than 24 characters (including spaces), write A sensible title (not exceeding 24 characters) for use on transcripts Genocide

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week 0

e. Studio hours per week 0 f. Credits 3

g. Course description

This course will examine the psychological, cultural, and societal roots of human cruelty, mass violence, and genocide. It explores what enables individuals collectively, and individually to perpetrate mass cruelty/genocide or to stand by and watch such horrors. The course will cover key concepts, perpetrator psychology, biopsychosocial effects on and intervention with survivors,

h. Prerequisites (if any)

OPEN TO STUDENTS WITH A MINIMUM OF SOPHOMORE STATUS AND AN INTRODUCTORY SOCIAL SCIENCE COURSE, OR CONSENT OF INSTRUCTOR

i. May be repeated to a maximum of \_\_\_\_\_ (if applicable)

4. To be cross-listed as

Prefix and Number \_\_\_\_\_ Signature, Chairman, cross-listing department \_\_\_\_\_

5. Effective Date Fall, 2007 (semester and year)

6. Course to be offered  Fall  Spring  Summer

7. Will the course be offered each year?  Yes  No (Explain if not annually)

8. Why is this course needed?

The course provides important content for Social Work students interested in international social work.

9. a. By whom will the course be taught? Dr. Carlton Craig (7-6657/carlton.craig@uky.edu)

b. Are facilities for teaching the course now available?  Yes  No If not, what plans have been made for providing them?

APPLICATION FOR NEW COURSE

20 - 25

10. What enrollment may be reasonably anticipated? \_\_\_\_\_  
 Yes  No
11. Will this course serve students in the Department primarily?  Yes  No  
Will it be of service to a significant number of students outside the Department?  
If so, explain.  Yes  No

The course has been taught under the SW580 Special Topics designation in the past. Approximately 30-40% of the students enrolled come from other departments. They take the course as an upper division or graduate elective.

- Will the course serve as a University Studies Program course?  Yes  No  
If yes, under what Area? \_\_\_\_\_

12. Check the category most applicable to this course
- traditional; offered in corresponding departments elsewhere;
  - relatively new, now being widely established
  - not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  Yes  No
14. Is this course part of a proposed new program:  Yes  No  
If yes, which? \_\_\_\_\_

15. Will adding this course change the degree requirements in one or more programs?  Yes  No  
If yes, explain the change(s) below (NOTE - If "yes," a program change form must also be submitted.)

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales.  Check here if 400G-500.
19. Within the Department, who should be contacted for further information about the proposed course?

Name Dr. Melanie Otis, Curriculum Chair Phone Extension 7-1574

# APPLICATION FOR NEW COURSE

## Signatures of Approval:

Date of Approval by Department Faculty  
Dec. 4, 2006

Date of Approval by College Faculty  
April 24, 2007

\*Date of Approval by Undergraduate Council  
Jeanine Blackwell  
Digitally signed by Jeanine Blackwell  
DN: cn=Jeanine Blackwell, o=US, ou=University of Kentucky,  
ou=Graduate School, email=jeanine.blackwell@uky.edu  
Date: 2007.04.02 14:28:52 -0507

\*Date of Approval by Graduate Council

\*Date of Approval by Health Care Colleges Council (HCCC)

\*Date of Approval by Senate Council

\*Date of Approval by University Senate

Kay Hoff  
Reported by Department Chair

Kay Hoff  
Reported by College Dean

[Signature]  
Reported by Undergraduate Council Chair

Reported by Graduate Council Chair

Reported by HCCC Chair

Reported by Senate Council Office

Reported by Senate Council Office

\*If applicable, as provided by the Rules of the University Senate

**UNIVERSITY OF KENTUCKY**  
**College of Social Work**

**Course Title:** Genocide: Intervention with Survivors and Global Prevention

**Course Number:** SW 511

**Time of Class:** Mondays 6:30 – 9:20 p.m.

**Location:** Patterson Office Tower Room#: 645

**Instructor:** Carlton D. Craig, Ph.D, DCSW  
University of Kentucky  
College of Social Work  
Patterson Office Tower Room #661  
Work: (859) 257-6657 or Home: (859) 328-3804  
E-mail: carlton.craig@uky.edu

**Office Hours:** Wednesday 1:00 – 3:00 p.m.  
Or by appointment

**Readings:** Most required readings are in the two recommended texts or will be on reserve at Young library or in 602 POT. The two required textbooks are available at the University Book store.

**Required Texts:**

Van Soest, D. V. (1997). *The global crisis of violence: Common problems, universal causes, shared solutions*. Washington, DC: NASW Press.

Totten, S., Parsons, W. S., & Charny, I. W. (Eds.). (2004). *Century of genocide: Eyewitness accounts and critical views* (2<sup>nd</sup> Ed.). New York: Garland Publishing.

**Course Description:**

The last century held unparalleled instances of democide, genocide, politicide, and ethnocide. Rummel (1995) estimates that over 170 million deaths were the result of democide/genocide during this century (1900-1987), and this figure excludes war deaths. Rummel compares this death tally with existing populations around the world and states, "it surpasses the 1987 population of all but six nations in the world." These statistics do not include more recent deaths, and they underestimate additional tolls on human life from physical, spiritual, and psychological scarring and the negative sociocultural ramifications to our global society.

Although most people are aware of the Holocaust, few realize the extent of the brutality and actual cost in terms of human life. Many are unaware of other past or current genocides/democides. The last century saw the Heretos/Hottentots genocide in Southwestern Africa (1900-1918), The Armenian genocide in Turkey (1896-1903; 1909; 1915-1923), Stalin's purges (1924-1953), genocide of the Ibo in Nigeria (1966-1969), The Ugandan Massacres (1971-1979), the killing fields of Cambodia (1975-1979), the disappearances in Argentina (1976-1983) and Chile (1973-1990), the -death squad killings

in El Salvador (1979-1982), or the recent events that have resulted in genocides in Bosnia and Croatia (1941-1945; 1991-1995), Rwanda/Burundi (1971-72; 1994), and Kosovo (1999), or the extreme violations of human rights and genocidal policies by the governments of China (including the Tibetan genocide 1950-1979), and Indonesia (including the genocide of the East Timorese 1975-1987). Sadly, several others have been omitted.

Closer to home, most Americans do not know that when Columbus landed in 1492 the indigenous population of the Americas was over 100 million. By the 1890s fewer than 300,000 were left (Churchill, 1997). Few know the circumstances of the massacre at Wounded Knee or about the Trail of Tears, which culminated with thousands of North American Indians dying of starvation, exposure, and mass murder. We have not looked at the costs of the African-American genocide in lynch mobs, the beatings, the starvation, Ku Klux Klan murders, and systematic legislation that resulted in a drastic decline in the African-American population in the decades following the Civil War.

All of these examples raise questions about the nature of human cruelty. This course will examine the psychological, cultural, and societal roots of human cruelty, mass violence, and genocide. We will explore what enables individuals collectively and individually to perpetrate mass cruelty/genocide or to stand by and watch such horrors. The course will cover key concepts and the history of genocide, perpetrator psychology, examples of specific genocides, biopsychosocial effects on and intervention with survivors, and prevention.

If social work's mission is rooted in social justice, then the systematic study of genocide in order to prevent and intervene when it occurs should be of high priority in the social work profession, because genocide represents racial and ethnic prejudice and discrimination at its most extreme form. The racial and ethnic slaughter we continue to witness demands the development of social workers, other professionals, and concerned citizens who can prevent it through community development, education, and social action. Furthermore, professionals are needed that understand how to intervene with populations who have survived genocide (e.g., refugees). This global pandemic will be among the most imperative social justice issues facing us in the twenty-first century.

### **Course Objectives and Outcomes:**

**1. Objective:** To examine the nature of human cruelty and its differential impact on victims vs. perpetrators.

**Outcomes:** Students will be able to articulate social, psychological, political, and cultural consequences for victims and theories explaining perpetration of genocide.

**2. Objective:** To examine the differences between the terms genocide, democide, ethnocide, and other forms of mass violence.

**Outcomes:** Students will be able to articulate definitions for the terms genocide, democide, ethnocide, politicide, gendercide, and mass violence, and discuss the difficulties surrounding each definition, including being able to articulate the issues surrounding the definition for the term "genocide" and discuss the differences in scholarly arguments and how politics have played a role in the definition.

**3. Objective:** To become more knowledgeable concerning the interaction of psychological, sociological, cultural, and/or political roots of human cruelty, mass violence, and genocide.

**Outcomes:** Students will be able to discuss the interaction of factors that play potential causative roles in the perpetration of human cruelty on an individual and collective basis (e.g. torture and genocide respectively).

**4. Objectives:** To become familiar with psychosocial theories of cruelty and the application of these theories to the perpetration of genocide and mass violence in Nazi Germany, Turkey, Cambodia, Bosnia, Rwanda, North America and various indigenous cultures.

**Outcomes:** Students will be able to articulate the theories and demonstrate/discuss how the theories can apply to the occurrences of mass violence/genocide in Germany, Turkey, Cambodia, Bosnia, Rwanda, and various indigenous cultures. Students will also be able to critique the theory and articulate ways that the theory falls short in discussing the previously cited instances of mass violence/genocide.

**5. Objective:** To examine the nature of bystander behavior and the impact of bystander behavior on the perpetration of genocide.

**Outcomes:** Students will be able to discuss the psychological and sociological research concerning bystander behavior and relate this research to the role of bystander behavior during the Holocaust, the genocides in Turkey, Cambodia, Bosnia, Rwanda, and various indigenous cultures.

**6. Objective:** To examine the question of what can be done to prevent human cruelty, mass violence, and genocide.

**Outcomes:** Students will be able to articulate several theories examining either prevention of human cruelty, mass violence, and genocide or intervention during instances of mass violence and genocide.

**7. Objective:** To examine evidence-based and theoretical treatment of survivors of genocide and mass violence.

**Outcomes:** Students will be able to articulate research based evidence and theoretically based intervention strategies for the treatment of individual and familial survivors of genocide.

**8. Objective:** To examine the role that sustained human development could play in the prevention of global violence.

**Outcomes:** Students will be able to articulate an understanding of global violence frameworks and will be able to discuss the advantages of sustained human development and disadvantages of some other forms of human development in preventing global violence. Also, students should be able to articulate how certain global policies have affected the development of the global south.

## **Unrelieved Focus on Human Suffering and Cruelty**

This course will be challenging for several reasons. First, it entails a great deal of reading. If this is to be a good class, it is essential for everyone to do the reading, come to class, and be prepared to participate in the discussion. Second, this course is difficult because of its almost unrelieved concentration on human suffering and extreme deliberately inflicted cruelty; the information presented in this class is difficult to read and difficult to discuss. Also, videos will be graphic at times. There will be opportunities for class members to discuss thoughts and feelings that arise during the course.

### **Assignments for undergraduates:**

**Individual Paper 1:** Choose a twentieth century genocide and give a brief one to two page summary of what happen and then apply Gregory H. Stanton’s developmental framework to this particular genocide. You should discuss how each of Stanton’s stages was manifested during this genocide. The paper should be 8 to10 pages in length (including title page and references), with one-inch margins in 12-point New Times Roman Font, doubled spaced, and in APA 5.0 style. *The first paper is worth 20% of your grade and is due February 27.*

**Group Paper 2:** Choose a book from the booklist below. Read the book and discuss it as a group. Then prepare a paper that highlights the five most important points of the book with the consensus of the group, discuss your rationale in the paper and how you could use this information when working with survivors of that particular genocide and advocating for the prevention of a future genocide. The paper should be 10 to12 pages in length (including title page and references) with one-inch margins, 12-point New Times Roman Font, doubled spaced, and in APA 5.0 style. *The group paper is worth 25% of your grade and is due April 24.*

### **Group Presentations:**

Prepare a presentation of the group paper that highlights the five most important points of the book. Discuss your rationale, and then discuss with the class how you could use this information when working with survivors of that particular genocide and in advocating for the prevention of a future genocide. Each presentation will be 20 minutes with ten minutes of discussion. *The group presentation is worth 15% of your final grade and is due April 17 or 24.*

### **Readings Log:**

You will be expected to keep a response log for each week’s readings. Therefore, you should have 12 entries starting at week 2 and ending at week 13, including week 7. Your response can be two to three pages long, but no longer. In the log, I want you to briefly discuss at least three points of the readings that you think are most important and provide a rationale. Also, briefly discuss any strong thoughts and emotional responses you have to the material. Finally, give a three to four sentence explanation as to how you think your discipline/profession could address some of these important issues. Logs should be double spaced with one-inch margins all around and in 12-point New Times Roman Font. Use APA 5.0 style if you cite or quote material. *Worth 30% of your grade and the first part is due March 20 and the final product is due finals week on May 1 before 6:00 p.m.*

### **Class Attendance & Discussion:**

Please realize that your participation in this class is extremely important. As such, class participation will constitute 10% of your final grade. The class participation grade will derive from regular attendance and everyday discussion and analysis. Please be aware that skipping class (unexcused absences) will impact your grade in this area. More than 3 unexcused absences will result in a 0 for your attendance grade. Excused absences are arranged before hand or are verifiable emergencies of which documentation will be required.

## **Graduate Assignments**

### **Readings Log:**

You will be expected to keep a response log for each week's readings. Therefore, you should have 12 entries starting at week 2 and ending at week 13, including week 7. Your response must be at least three **but no more than** four pages long. In the log, I want you to briefly discuss at least five points of the reading that you think are most important and provide a rationale. Also, briefly discuss any strong thoughts and emotional responses you have to the material. Finally, give a three to four sentence explanation as to how you think your discipline/profession could address some of these important issues. Logs should be double spaced with one-inch margins all around and in 12-point New Times Roman Font. Use APA 5.0 style if you cite or quote material. *Worth 20% of your grade and the first part is due March 20 and the final product is due May 1 before 6:00 p.m.*

**Individual Paper:** Choose two twentieth century genocides and give a brief summary of both genocides and then apply Gregory H. Stanton's developmental framework comparing the similarities and differences of how each stage manifested during the two genocides. Then discuss whether or not you agree with Stanton's 8-stage model and give your rationale. The paper should be 14 to 16 pages in length (including title page and references), with one-inch margins and in 12-point New Times Roman Font, doubled spaced, and in APA 5.0 style. *The Individual paper is worth 25% of your grade and is due February 27.*

### **Graduate Group Book Analysis:**

Choose a book below with an *asterisk* \* by it, read it and give a brief summary of the book. Then discuss the types of individual, institutional, structural, and cultural violence (framework on page 13 of Van Soest) as they pertain to that particular event in the twentieth century. Discuss whether or not the framework is useful in understanding mass violence and give your rationale. Then discuss whether or not sustained human development could have played a role at preventing the event. Finally, discuss how you would use your profession to assess and intervene with an individual survivor of this event (remember books with asterisks \* only). The paper should be 18 to 20 pages in length (including title page and references), with one-inch margins in 12-point New Times Roman Font, doubled spaced, and in APA 5.0 style. *Due April 24 and is worth 30% of your grade.*

### **Presentation:**

Prepare a 20-minute presentation of your book analysis and present it to the class. Highlight the most important parts of the book and give an overview of your rationale regarding sustained human development and how your discipline/profession could have played a role in implementing human development. *Due April 17 or 24 and is worth 15% of your grade.*



**Class Attendance & Discussion:**

Please realize that your participation in this class is extremely important. As such, class participation will constitute 10% of your final grade. The class participation grade will derive from regular attendance and everyday discussion and analysis. Please be aware that skipping class (unexcused absences) will impact your grade in this area. More than 3 unexcused absences will result in a 0 for your attendance grade. Excused absences are arranged before hand or are verifiable emergencies of which documentation will be required.

**EVALUATION PLANS:**

	<b>Undergraduate</b>	<b>Graduate</b>	
20%	Individual Paper 1	Readings Log	20%
25%	group book analysis paper	Group Graduate Book Analyses	30%
15%	Group presentation	Presentation	15%
30%	Readings Log	Individual paper	25%
10%	Attendance and participation	Attendance and participation	10%

**Grading Undergraduate:**

**Graduate:**

<b>92-100</b>	<b>A</b>	<b>92-100</b>	<b>A</b>
<b>78-91</b>	<b>B</b>	<b>78-91</b>	<b>B</b>
<b>70-77</b>	<b>C</b>	<b>70-77</b>	<b>C</b>
<b>60-69</b>	<b>D</b>	<b>Below 70</b>	<b>E</b>
<b>Below 60</b>	<b>E</b>		

**Policy for Class Attendance**

*Class attendance is required.* Much of the learning process will be done through class participation. The student is expected to inform the instructor before class if the student must miss class (See the Students Rights and Responsibilities Handbook for acceptable reasons for excused absences). Students may be asked for verification of an excused absence. Excessive absences will result in a lower class participation grade. If you have more than three unexcused or five excused absences, you will receive a 0 for your attendance and participation grade. Exceptions will only be given to excused absences exceeding five if the student’s circumstances are **HIGHLY UNUSUAL and VERIFIABLE**. No exceptions are given to more than three unexcused absences. Non-attendance does not constitute withdrawal. The registrar requires official withdrawal from this course, or you will receive an “E” grade for failure. If a student has an *unexcused* absence on the day on which his or her seminar group presents, the student will receive a 0 for the seminar presentation grade. If a verifiable emergency occurs on the day of the presentation, then a make-up opportunity will be given for the student or the group during the week of exams. *However, it is your full responsibility to arrange dates and times with the instructor.*

**Policy for late assignments:** Late assignments will be reduced by 5% for each 24-hour period past the due date. I sincerely believe that all deadlines should be met; yet, I realize that events do occur that interfere with this expectation. Therefore, if a documented event is presented (e.g., death of a first degree relative or you are hospitalized) an extension without punitive action will be granted.

**POLICY FOR PLAGIARISM AND ACADEMIC DISHONESTY:** As a rule of thumb, when writing, close the source from which you are lifting material and say it out loud as if you are explaining it to a friend and then write it in your original words and always cite the source from which you take the information. If you decide to use entire sentences, paragraphs or terminology that was developed by the author of your source, then use quotation marks and other appropriate citation according to the fifth edition of the APA manual. If in doubt, cite! This can prevent a great deal of plagiarism. Overall, it is considerably less work and emotional energy to do your own work than to risk losing your potential career. If it is determined that a student has not handed in his or her original work (AKA web acquisitions of term papers, etc.), this will be pursued in accordance with the University's policies and procedures for academic dishonesty (See the Students Rights and Responsibilities Handbook).

**Policy on Accommodations for Students with Disabilities:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities.

## Outline and Seminar Readings

### Week 1: January 23

Topic(s):

Introduction to class

The Genocide Factor (2002) part 1 (Video)

### Week 2: January 30

Topic(s):

The Genocide Factor (2002) part 2 (Video)

Basic terms and concepts

Readings:

Totten et al. (2004) pp. 1-51 Introduction and Genocide of Hereros

Rummel, R. J. (1994). The new concept of democide. In Death by Government (pp.31-41). New Brunswick, NJ: Transaction Publishers.

### Week 3: February 6

Topic(s):

Stages and Typologies of Genocide

The Genocide Factor (2002) part 3 (Video)

Readings:

Video: The Genocide Factor part III

Totten et al. (2004) pp. 53-90 The Armenian Genocide

Totten et al. (2004) pp. 92-124 Soviet Man-Made Famine in Ukraine

Van Soest (1997) Intro., pp. 3-25 The Global Crisis of Violence and . . .

### Week 4: February 13

Topic(s): Psychology of perpetrators and bystanders

The Genocide Factor (2002) part 4 (Video)

Readings:

Totten et al. (2004) pp. 127-159 Holocaust the Genocide of the Jews

Levine, J. (2001). Working with victims of persecution: Lessons from Holocaust survivors. *Social Work, 46*(4), 350-360.

Amir, M., & Lev-Wiesel, R. (2001). Does everyone have a name? Psychological distress and quality of life among child Holocaust survivors with lost identity. *Journal of Traumatic Stress, 14*(4), 859-869.

Week 5: February 20

Topic(s):

Psychology of perpetrators and bystanders

Readings:

Totten et al. (2004) pp. 160-201 Holocaust: The Gypsies  
pp. 205-230 Holocaust: The Genocide of Disabled  
Van Soest (1997) pp. 26-42 Violence and Development:  
Understanding the Connections

Week 6: February 27

Topic(s): Psychology of perpetrators and bystanders

Readings:

Totten et al. (2004) pp. 233-319 The Indonesian Massacres  
pp. 263-293 Genocide in East Timor  
Van Soest (1997) pp. 45-69 Poverty as a Form of Violence

*Individual paper due* (Both undergraduate and graduate)

Week 7: March 6

Attend 3 hours of peace and reconciliation week (required for attendance grade)

March 13 HAVE A SAFE SPRING BREAK!  
(and work on your presentations ☺)

Week 8: March 20

Topic(s): to be announced

Readings:

Totten et al. pp. 295-337 Genocide in Bangladesh  
Van Soest (1997) pp. 115-137 Connecting the Dots between  
Development and Violence against  
Women and Children  
pp. 138-160 Sustainable Human Development as an  
Antidote to Violence against Women and  
Children

*First set of logs due* (Both undergraduate and graduate)

Week 9: March 27

Topic(s): to be announced

Readings:

Totten et al. (2004) pp. 321-337 The Burundi Genocide  
pp. 395-412 The Rwanda Genocide

Dyregrov, A., Gupta, L., Gjestad, R., & Mukanoheli, E. (2000). Trauma exposure and psychological reactions to genocide among Rwandan children. *Journal of Traumatic Stress, 13*(1), 3-21.

Week 10: April 3

Topic(s): to be announced

Readings:

Totten et al. (2004) pp. 338-373 The Cambodian Genocide  
Van Soest (1997) pp. 88-111 Sustainable Human Development: A  
Way to Reduce Poverty and Related forms  
of Violence

Blair, R. (2001). Mental health needs among Cambodian refugees in Utah. *International Social Work, 44*(2), 179-196.

Week 11: April 10

Topic(s): to be announced

Readings:

Totten et al. (2004) pp. 375-393 The Anfal Operations in Iraqi Kurdistan

Foa, E., B., Keane, T., M., & Friedman, M., J. (2000). Guidelines for treatment of PTSD. *Journal of Traumatic Stress, 13*(4), 539-588.

Yellow Horse Brave Heart, M. (1998). The return to the sacred path: Healing the historical trauma and historical unresolved grief response among the Lakota through a psychoeducational group intervention. *Smith College Studies in Social Work, 68*(3) 287-305.

Week 12: April 17

*Group presentations due and Book analysis due* (undergraduates)

Readings:

Totten et al. (2004) pp. 415-454 Genocide in Bosnia and Herzegovina  
pp. 449-468 Genocide in Kosovo?  
Van Soest (1997) pp. 163-215 Connecting the Dots between  
Ethnoviolence and Development  
Sustainable Human Development as an  
Antidote to Ethnoviolence

Porter, M., & Haslam, N. (2001). Forced Displacement in Yugoslavia: A meta-analysis of psychological consequences and their moderators. *Journal of Traumatic Stress, 14*(4), 817-834.

Week 13: April 24

*Group presentations due and Book analysis paper due* (graduates)

Readings:

- Van Soest (1997) pp. 299-328 Toward Solution: Approaches to Healing from Violence Related Trauma
- Totten (2004) pp. 455-490 Out of that Darkness: Responding to Genocide in the 21<sup>st</sup> Century  
The Intervention and Prevention of Genocide: Where There Is the Political Will, There Is a Way

Hyer, J., & Brandsma, J. M. (1999). The treatment of PTSD through grief work and forgiveness. In C. R. Figley's (ed.), *Traumatology of Grieving: Conceptual, Theoretical, and Treatment Foundations* (pp. 131-151). Philadelphia, PA: Brunner/Mazel.

Eriksson, C. B., Vande Kemp, H., Gorsuch, R., Hoke, S., & Foy, D. W. (2001). Trauma exposure and PTSD symptoms in international relief and development personnel. *Journal of Traumatic Stress, 14*(1), 205-212.

**\*\*\* Final Product for Reading Logs due May 1 before 6:00 p.m.\*\*\***

**Booklist**

- Bale, S. (1999). *Disposable people: New slavery in the global economy*. Berkeley, CA: University of California Press.
- Baumeister, R. F. (2001). *Evil: Inside human violence and cruelty*. New York: Barnes & Noble Books.
- Cornwell, J. (1999). *Hitler's Pope: The secret history of Pius XII*. New York, NY: Viking.
- Churchill, W. (1992). *A little matter of genocide: Holocaust and denial in the Americas 1492 to present*. San Francisco: City Lights Books.
- \*Dallaire, R. (2003). *Shake hands with the devil: The failure of humanity in Rwanda*. New York: Carroll & Graf Publishers.
- \*Frankl, V. (1984). *Man's search for meaning*. New York, NY: Pocket Books.
- Fromm, E. (1973). *The anatomy of human destructiveness*. New York: Henry Holt and Company
- Garbarino, J. Kostelny, K., & Dubrow, N. (1991). *No place to be a child: Growing up in a war zone*. San Francisco: Jossey-Bass Publishers.
- \*Gourevitch, P. (1998). *We wish to inform you that tomorrow we will be killed with our families: Stories from Rwanda*. New York: Straus and Giroux.
- \*Hitler, A. (1925/1971). *Mein Kampf*. Boston: Houghton Mifflin Company.
- Kressel, N. J. (2002). *Mass hate: The global rise of genocide and terror*. Cambridge, MA: Westview Press Books.

- \*Levi, P. (1996). *Survival in Auschwitz*. Touchstone.
- Lifton, R. J., & Markusen, E. (1990). *The genocidal mentality: Nazi Holocaust and nuclear threat*. New York: Basic Books, Inc.
- Lipstadt, D. (1993). *Denying the Holocaust*. New York: Free Press.
- Lutzer, E. (1995). *Hitler's Cross*. The revealing story of how the cross of Christ was used as a symbol of the Nazi agenda. Chicago: Moody Press.
- \*Mamdani, M. (2001). *When victims become killers: Colonialism, nativism, and the genocide in Rwanda*. Princeton, NJ: Princeton University Press.
- \*Mousavizadeh, N. (1996). *The black book of Bosnia: The consequences of appeasement*. New York: New Republic Inc.
- \*Nyiszli, M. (1993). *Auschwitz: A doctor's eyewitness account*. New York: Arcade Publishing.
- Power, S. (2002). *A problem from hell: America and the age of genocide*. New York: Basic Books.
- \*Prunier, G. (2005). *Darfur the ambiguous genocide*. New York: Cornell University Press.
- \*Rhodes, R. (2002). *Masters of death: The SS-Einsatzgruppen and the invention of The Holocaust*. New York: Random House.
- \* Stiglmayer, A. (1994). *Mass rape: The war against women in Bosnia-Herzegovina*. Lincoln, NB: University of Nebraska Press.
- Strozier, C. B., & Flynn, M. (1996). *Genocide, war, and human survival*. Lanham, MD: Rowman & Littlefield Publishers.
- Victor, G. (1998). *Hitler: The pathology of evil*. Washington: Brassey's.
- Vincent, I. (1997). *Swiss banks, Nazi gold, and the pursuit of justice: Hitler's silent partners*. New York: William Morrow and Company.
- Waller, J. (2002). *Becoming evil: How ordinary people commit genocide and mass killing*. New York: Oxford University Press.
- Weitz, J. (1997). *Hitler's banker*. Boston: Little, Brown and Company.

**UNIVERSITY SENATE ROUTING LOG**

**Proposal Title:**

**Name/email/phone for proposal contact:**

**Instruction:** To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc)	Contact person Name (phone/email)	Consequences of Review:	Date of Proposal Review	Review Summary Attached? (yes or no)
College of Social Work Curriculum Committee	Dr. Melanie Otis (7-1574/Melanie.Otis@uky.edu)	Approved	10-16-2006	Yes
College of Social Work Faculty	Dr. Janell Ford (7-6660/jpford01@uky.edu)	Approved	12-04-2006	No

## Curriculum Committee

### Minutes

October 16, 2006

Members Present: Karen Badger, Patty Cook, Carl Craig, Janet Ford (ex-officio),  
Melanie Otis, David Royse, Ginny Sprang

#### I. Course syllabi for review:

1. **Computer Literacy for Human Services** - The committee voted against formalizing the course as a 500-level elective. As an alternative to offering the course again, a number of suggestions for possible workshops in content-areas covered by the course were identified.
2. **Social Work in the Criminal Justice System** - The committee voted to submit a request to change the course currently listed in the University bulletin (SW606) to SW512. The change would allow both undergraduates and graduate students to take the course. Additional content would also be added to the course to support the change from 2 to 3 credit hours. A version of the course is currently being taught under SW580. The course description will be finalized and submitted for faculty approval at the December faculty meeting.
3. **Genocide: Intervention with Survivors and Global Prevention** - The committee approved the course to be submitted as a regular 500-level elective. Dr. Carl Craig will finalize the course description. The new course (SW511) will be submitted for faculty approval at the December faculty meeting.
4. **Credit For Learning Courses** - The committee voted against submitting the CFL courses for approval as regular CSW course offers. Frequent changes in demands and requirements for CFL courses were the primary concern of the committee members.

#### II. BASW Program Changes

1. **Ethics Course** - The committee approved the new BASW ethics course developed by Dr. Badger (SW435). The course will be submitted for faculty approval at the October faculty meeting.



2. Research Lab - The committee approved the addition of a lab component to SW450. The course will be submitted for faculty approval at the October faculty meeting.
3. HBSE II - Melanie Otis will develop a revised SW420 syllabus and a new SW 421 syllabus for a two-semester sequence of HBSE courses.

Next Meeting scheduled : November 13, 2006

Adjournment