



Genocide and Crimes Against Humanity

CHG 381

Genocide and Crimes against Humanity Course Outline

Course and Contact Information

Course Title: Genocide and Crimes Against Humanity
Course Code: CHG381
Academic Year : 2015-2016
Department: History
Curriculum Leader: Mr. Timothy Dingwall
Teacher : Ms. Leishman

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Course Summary

This course investigates examples of genocide in the twentieth and twenty-first centuries, including Armenia, the Holocaust, and Rwanda. Students will investigate the terms genocide, crimes against humanity, and war crimes, and explore them through the lens of historical analysis. Students will examine identity formation and how “in groups” and “out groups” are created, including analyzing of how bias, stereotypes, prejudice, and discrimination impact on various groups. As the course unfolds, students will be challenged to draw appropriate connections between the history of genocide and Canadian history, and between the lives of the people they are investigating and their own lives. Students will use critical-thinking skills to look at the themes of judgement, memory, and legacy, and will evaluate the ways in which active citizens may empower themselves to stop future genocides. Throughout the course, students will gain an understanding of the role of perpetrator, victim, bystander, rescuer, opportunist, and resister.

Academic Integrity

Ongoing evaluation in a variety of forms provide students the opportunity to provide evidence of their learning. In order for teachers to accurately assess student learning all tests/exams and assignments must be the student's own work and must be submitted on time. Cheating, plagiarism, not completing work and submitting work late may result in a mark of “0” for part or all of the evaluation opportunity. Consequences will adhere to Northern Secondary School and TDSB policy and will be determined by the student's teacher, the Curriculum Leader and, at times, the student's guidance counsellor and Vice-Principal.

Northern policies are outlined in the student handbook. Students and their parents should review these policies together. Additional resources addressing plagiarism are available from the UofT Writing Centre at <http://www.writing.utoronto.ca/advice/using-sources>. Students and their parents should pay particular attention to the Writing Centre's “How Not To Plagiarize” <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>.

Overall Expectations

By the end of this course, students will: Analyze interactions between social groups in societies that have experienced genocide; analyze the characteristics of societies that are “inclusive” or “exclusive”; analyze the ways in which vulnerable communities can be protected or abused by nation states and the international community; analyze the effectiveness of various models used to rebuild communities after the experience of genocide.

Attendance and Punctuality

Every class is an opportunity to think, learn and socialize. Every class missed is that opportunity lost. The consistent decision to skip, or arrive late to class, and forgo knowledge and betterment eventually becomes irrevocable. Though attendance is not worth marks, better attendance usually translates to better grades and a more complete individual. I suggest that you attend class unless you are quite ill, there is a family emergency or you are excused for school activities.

Course Materials

Text:

Facing History and Ourselves. Crimes Against Humanity and Civilization: the Genocide of the Armenians. Massachusetts: Facing History and Ourselves National Foundation, Inc. 2004

Strom, M. Facing History and Ourselves: Holocaust and Human Behaviour. Massachusetts: Facing History and Ourselves National Foundation, Inc. 1994



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Course Overview			
Unit Number	Unit of Study	Explanation	Summative Evaluation(s)
Unit I	Introduction to Human Rights and Behaviour	Personal identity, membership “we vs. they”, human nature, obedience, and conformity, human rights and human behaviour	Assignment Test I
Unit II	The Holocaust	Introduction to the Holocaust, life between the wars, anti-Semitism, Nazi Germany and the Final Solution, life in the ghettos, perpetrators, victims, bystanders, upstanders, rescue and resistance	Assignment Test II
Unit III	The Armenian Genocide	Overview of Armenian history, historical discrimination, evidence of massacres and genocide, responsibility and denial	Assignment Test III
Unit IV	The Rwandan Genocide	Colonialism and the history of racism in Rwanda, stages of the Rwandan genocide, Media and the genocide, judgement, memory, and legacy in Rwanda	Assignment Test IV
Unit V	Responsibility and Social Action	Darfur, Responsibility to Protect, violence against Women	Assignment
Unit VI	Final Summative Evaluations		Exhibit and Memorial Project

Evaluations and units are subject to change. Every effort will be made to avoid any alteration.

Evaluations	
Students will be evaluated through summative and final summative evaluations. Evaluations aim to be a valuable reflection, demonstration and assessment of classroom and independent learning.	
Term Evaluations	Final Evaluations
Term evaluations will comprise 70% of the final grade divided evenly through the achievement categories.	Final evaluations will comprise 30% of the final grade divided evenly through the achievement categories.
Achievement Categories	Learning Skills
Students will be evaluated through term summative evaluations and final summative evaluations in the following achievement categories used to arrive at a percentage grade on the Provincial Report Cards: Communication (vocabulary, grammar, graphs, clarity, presentation, neatness, editing, sequencing, organization) 25% of final grade Application (connections, perspectives, skills, procedures) 25% of final grade Knowledge and Understanding (research, course readings, content, facts) 25% of final grade Thinking and Inquiry (creativity, planning, problem solving, originality, analysis, interpreting, analyzing, reasoning) 25% of final grade	Learning skills are reported on the Provincial Report Card separately from the percentage mark. They will indicate your demonstration of those skills required to be successful in history. These skills are grouped under the following headings: Responsibility (commitment, deadlines, timelines) Organization (planning, process) Independent Work (class time, homework, dedication) Collaboration (positive relationships, conflict resolution, sharing, teamwork) Initiative (opportunistic, innovative, positive attitude, hard-working) Self-Regulation (goal oriented, critical reflection, perseverance)