

Genocide Studies Course Curriculum

Big Ideas

- A. The intentional destruction of peoples and their cultures is not inevitable, and such attempts can be disrupted and resisted.
- B. The use of the term “genocide” to describe atrocities has political, legal, social, and cultural ramifications.
- C. Despite international commitments to prohibit genocide, violence targeted against groups of people has continued to challenge global peace and prosperity.
- D. While genocides are caused by and carried out for different reasons, all genocides share similarities in progression and scope.

Curricular Competencies – Students are expected to be able to **DO** the following:

- 1. To ask questions, to gather, interpret and analyze ideas, and to communicate findings and decisions. **(skills)**
- 2. To assess the significance of people, locations, events or developments, and to compare varying perspectives at particular times and places, and from group to group. **(significance)**
- 3. To assess the credibility of, and the justification for the use of, evidence after investigating the reliability of sources and data, and the bias of accounts and claims. **(evidence)**
- 4. To compare and contrast continuities and changes for different groups at different times and places. **(continuity and change)**
- 5. To assess how underlying conditions and the actions of individuals or groups affect events, decisions, and developments, and to analyze consequences. **(cause and consequence)**
- 6. To explain different perspectives on past or present people, places, issues, and events by considering past and present norms, values, worldviews, and beliefs. **(perspective)**
- 7. To make reasoned ethical judgements about controversial actions in the past or present, and assess whether we have a responsibility to respond. **(ethical judgement)**

Content – Students are expected to **KNOW** the following:

- 1. Origins and development of the term “genocide.”
- 2. Economic, political, social and cultural conditions of genocide.
- 3. Characteristics and stages of genocide.
- 4. Acts of mass violence and atrocities in different regions.
- 5. Strategies used to commit genocide.
- 6. Use of technology in carrying out and promoting genocide.
- 7. Recognition of and responses to genocide.
- 8. Movements that deny the existence of or minimize the scope of genocide.
- 9. Evidence used to demonstrate the scale and nature of genocide.
- 10. Genocide prevention, including international law and enforcement.