

# **Toronto District School Board**

**Ontario Ministry of Education Approved Proposal  
for a Locally-Developed Course**

## **Genocide and Crimes Against Humanity**

**Grade 11, College/University Preparation  
CHG38**

# Genocide and Crimes Against Humanity

## 1. Rationale

The Toronto District School Board is applying for a Locally Developed course on *Genocide and Crimes Against Humanity* to create a common curriculum base for the Board in lieu of the proliferation of interdisciplinary courses in a number of different schools. The members of the Toronto educational community including teachers, administrators, trustees, students, parents, and community groups believe that the study of the tragedies and horrors of genocidal acts in the past and present must be studied and addressed. Democracy, justice, and the rule of law must be understood, claimed, and defended by each generation of citizens if we are to confront this demonstration of human evil. We believe that a full-credit course will engage students and allow them to study genocide, war crimes and crimes against humanity in a systematic and thoughtful way.

Many students within the Toronto District School Board and their families have experienced bias, stereotypes, prejudice, and discrimination from dominant groups within society due to their perceived difference and inferiority both in their home countries and here in Canada. Our community includes refugee students, as well as the children and grandchildren of people who have experienced genocidal acts and extreme human rights abuses. Given the specific multi-cultural and multi-ethnic diversity within Toronto, we feel it is essential that students born within and outside Canada have the opportunity to explore in depth the causes and consequences of genocide and the lived realities of the aggressors, targets, bystanders, and resisters to these horrific acts of violence. A study of these experiences will help foster a sense of empathy for the targets of these violent acts and hopefully encourage students to understand the connections they have to their fellow human beings.

We believe a full-credit course on genocide will also foster an open exploration of the controversial and sensitive issues surrounding genocide. This exploration will provide a context for students to begin to think critically about the world they have inherited and that in which they currently live. This critical reflection will also provide a context for students to begin to understand the notion of moral judgment in relation to history. As well, we believe it will allow students the opportunity to understand their rights and responsibilities as global citizens and challenge them to take action to ensure that human rights are protected and that genocide be confronted.

## 2. Origin of the Course

The initial impetus for creating a full-credit course on genocide, war crimes, and crimes against humanity arose out of a Toronto District School Board motion put forward on July 13<sup>th</sup>, 2005. The motion referenced key elements for the development of curriculum relating to genocide, including fostering empathy and active citizenship among students. As such, the Board approved the motion and resolved:

*That previously written documents on the Holocaust and its contemporary implications be revised to reflect the current high school program and recent global events such as Rwanda.*

In order to carry forward on the motion, Toronto District School Board Equitable Schools struck a Steering Committee in the Fall of 2006. The Steering Committee consists of a dedicated group of high school and university educators, as well as representatives from a number of community organizations. The Steering Committee met over six months consulting with other high school teachers and community organizations in order to gradually work out a consensus on the approach that would meet the spirit of the Board decision.

After careful consideration of the courses listed in the Canadian and World Studies policy document and the options in the Interdisciplinary Studies policy document, the Steering Committee decided to write and submit a proposal for a Locally-Developed Course. The Steering Committee feels comfortable recommending the following full-year Grade 11 College/University destination History course for all schools in the Board. This course has not been developed with other boards and is a new submission.

Toronto teachers have had a long history of including individual lessons, short units, and more developed units of study on the Holocaust and other genocides into History, English, Politics, Society, Challenge and Change and other courses of study. In the 1980s, a few teachers at alternative schools within the public system were able to design full-credit interdisciplinary courses on the Holocaust. In the early 1980s, three units of study were drafted by the Greater Toronto Area legacy Boards of Education including:

- The Holocaust: A series of readings and practical strategies written for students studying History at the Basic Level by Eleanor Gower for the Toronto Board of Education;
- The Holocaust and Its Contemporary Implications: An interdisciplinary curriculum prepared by Barbara Walther and Frank Bialystok for the Toronto Board of Education;
- The Holocaust: a senior division English curriculum prepared by Alan Bardikoff, Roberta Charlesworth, Jack Gillett, Jane Griesdorf and Carl Hogg for the North York Board of Education.

In 1982, William Parsons (presently Director of Education with the U. S. Holocaust Museum) and Margot Stern Strom visited Toronto to introduce Facing History and Ourselves which was at the time a small organization dedicated to offering an interdisciplinary approach to citizenship education which connected the history of the Holocaust and other examples of genocide to the moral questions young people face in their own lives.

This began a 25 year relationship between Facing History and Toronto teachers. At first, Toronto teachers attended week-long Summer Institutes for North American teachers in Brookline, Massachusetts. Later on, Facing History partnered with the Equity Studies Centre of the Toronto Board of Education and sometimes with the Holocaust Centre of Toronto to offer professional development sessions for teachers.

For 15 years (1984-1999) the Socials Studies Department and then the Equity Studies Centre along with the Holocaust Advisory Committee of the Toronto Board of Education provided a minimum of five Professional Development sessions per year to keep teachers current on new research and methodology on teaching the Holocaust and genocide.

Following the introduction of the new Ontario Curriculum in Canadian and World Studies for Grades 11 and 12 in 2000, the above level of curriculum activity in classrooms declined as teachers focused on the new, prescribed expectations in the various courses. The history and issues of genocide, extreme human rights violations, war crimes and crimes against humanity were addressed in a more cursory manner in a number of courses in Grades 11 and 12. An entire class could not focus on this historical and contemporary phenomenon for the entire course. A short unit with some independent study was the most that could be arranged.

However, the concern about the issues of genocide, war crimes, and crimes against humanity continued to grow, especially with the Canadian experience in Rwanda and the publication of Romeo Dallaire's memoirs focusing on this tragedy. This work has been advanced through the outstanding web-based curriculum on Rwanda, *Pax Warrior*, which the Toronto District School Board has supported for the past three years. Many students have already become active in speaking out and fighting the developing

genocide on Darfur. As well, the Board has supported work with elementary students using the book, *Hana's Suitcase*, and the play based on the book. In 2006/2007 similar work was undertaken using the play *Gabby's Dresser*. However, the desire for more comprehensive and sustained study at the senior high school level grew and has led to this submission.

### **3. Involvement of the Postsecondary/Community Partners**

The creation of this locally developed course has involved consultation and dialogue with community members and academics. The Steering Committee that was struck consists of a number of different Toronto District School Board departments, including: Equitable Schools, Student and Community Equity, Social, Canadian, and World Studies, and Special Projects. Academics from OISE/UT and York University, as well as members from Facing History and Ourselves, The Holocaust Centre, Yad Vashem, The Canadian Centre for Genocide Education, and UNICEF Canada have played an integral role in the creation of the course. Together we have been working diligently over the past six months meeting and consulting with teachers in the Board, academics, and community organizations in order to ensure a comprehensive and critical examination of the extreme violence associated with genocide, crimes against humanity, and war crimes. The Steering Committee has navigated the creation of policy statements related to the strands, overall expectations, and specific expectations required in the application process. We have been pleased to share our draft thoughts with members of two academic institutions: Humber College and York University.

### **4. Links to Other Courses**

The prerequisite for *Genocide and Crimes Against Humanity* is the same as the prerequisite for all of the grade 11 History courses: the *Canadian History in the Twentieth Century, Grade 10, Academic or Applied* courses. This new locally developed College/University course will build on the expectations in the Methods of Historical Inquiry strand in Grade 10 and will prepare the students to study any of the grade 12 History courses based on the students' interests.

### **5. Course Description**

Title: Genocide and Crimes Against Humanity  
Grade: 11  
Type: College/University  
Credit Value: 1

#### **Description**

This course investigates examples of genocide in the twentieth and twenty-first centuries, including the Holocaust, Armenia, 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 an analysis 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 judgment, 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.

### **6. Curriculum Expectations**

The overall and specific expectations for this course have been laid out in the five strands for Senior History courses as outlined in the Grades 11 and 12 Canadian and World Studies policy document.

## **Communities: Development and Interaction**

### **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.

### **Specific Expectations**

#### **Power Relations in Communities Which Have Experienced Genocide**

By the end of this course, students will:

- analyze the ways in which nation states can protect or abuse its citizens;
- describe how dictators can strip citizens of their rights (e.g., Hitler, Pol Pot);
- analyze how powerful groups can define minorities as outcasts and use them as scapegoats;
- explain the use of technology by powerful groups in the implementation of genocidal practices;
- analyze how bias, stereotyping, prejudice, discrimination, and isolation of minority groups can lead to acts of violence, murder, and genocide.

#### **Vulnerable Communities**

By the end of this course, students will:

- analyze the ways in which identifiable characteristics have made communities vulnerable at different times in history (e.g., language, race, religion, ethnicity, economic status, gender, sexual orientation, political affiliation);
- explain how elite or powerful interests can define “in groups” and “out groups;”
- analyze how “othering” has contributed to emigration and immigration;
- examine effective measures for protecting vulnerable communities;
- analyze how genocidal practices murder cultures, as well as communities.

#### **Inclusivity and Exclusivity in Communities**

By the end of this course, students will:

- analyze the ways in which communities define membership (e.g., requirements of citizenship, membership in faith communities)
- analyze the roots of xenophobia;
- explore the characteristics of communities, which live in harmony, as well as barriers to cooperation among communities;
- analyze the process of dehumanization, which can lead to isolation, discrimination, murder, and genocide.

#### **Justice and Healing**

By the end of this course, students will:

- describe the ways in which communities rebuild after genocides;

- analyze the function of the International Criminal Court, the Truth and Reconciliation Commission, and other tribunals and trials in the healing process (e.g., Nuremberg Trials, Gacaca Hearings, International Criminal Tribunal in former Yugoslavia);
- analyze effective interventions for genocide prevention;
- explore the ways in which restitution and reparations contribute to justice and the healing process.

## **Change and Continuity**

### **Overall Expectations**

By the end of this course, students will:

- analyze the changes in societies that lead to genocide, crimes against humanity, and war crimes;
- analyze the ways in which institutions in society can contribute to stability, as well as inequality;
- analyze the causes of societal breakdown that lead to the extreme consequences of genocide, crimes against humanity, and war crimes.

### **Specific Expectations**

#### **Societal Changes**

By the end of this course, students will:

- analyze some theories of genocide (e.g., Stanton's Eight Stages of Genocide, Allport's Ladder of Prejudice);
- analyze the role of the media, judicial systems, government, and the military in preventing or contributing to genocide and crimes against humanity;
- explore how war and state violence disturb civic equilibrium increasing the possibility of genocide, crimes against humanity, and war crimes.

#### **Stability, Equality, and Inequality**

By the end of this course, students will:

- analyze how democratic institutions and systems can contribute to normalcy, equity, and the rule of law;
- explore how systemic inequalities lead to instability and discontent (e.g., racism, antisemitism, classism, sexism, discrimination against faith communities);
- analyze the ways in which nationalism can be a binding or a divisive force.

#### **Societal Breakdown**

By the end of this course, students will:

- analyze how extreme natural or political circumstances (famine, epidemics, war, dictatorships) can lead to massive displacements and instability;
- analyze the use of state terror, intimidation, and punishment in developing a culture of fear;
- analyze how rape and sexual violence can be genocidal weapons;
- analyze the unique vulnerabilities facing children during times of societal breakdown and how these contribute to the victimization and/or recruitment of children as perpetrators;
- analyze the methods used by perpetrators to turn ordinary citizens into killers.

## **Citizenship and Heritage**

### **Overall Expectations**

By the end of this course, students will:

- analyze the changing nature of the relationship between individuals and groups to authority before, during, and after genocide;
- evaluate the extent to which the rights, privileges, and obligations of citizenship impact on the protection of human rights during times of genocide;
- demonstrate an understanding of the importance in memorializing genocide as a means of ensuring the legacy of social traditions, values, religion, and art forms.

### **Specific Expectations**

#### **Individuals, Groups, and Authority**

By the end of this course, students will:

- demonstrate an understanding of the individuals and groups who have played important roles both in the act of genocide and in the attempts to either prevent or resist it (e.g., Pol Pot in Cambodia; the *Interhamwe* in Rwanda, the African Union in Darfur, the Jewish Resistance during the Holocaust);
- describe the role the state plays in either protecting individuals and groups from the horrors of genocide or in perpetrating and condoning genocide;
- analyze the extent to which state sovereignty limits or strengthens international efforts to prevent or stop genocide (e.g., Darfur, Rwanda,);
- evaluate the role of the media in inciting individuals and groups to commit or condone the systematic and intentional mass murder of another group, or in providing a moral voice calling for action to either prevent or stop genocide;
- assess the methods used by societies and individuals to check the power of those in authority during genocide and in prosecuting them afterwards (e.g., war, revolution, Nuremburg Trials, International Criminal Court, Tokyo Tribunal).

#### **Citizenship and Human Rights**

By the end of this course, students will:

- demonstrate an understanding of the changing nature in the definition of a citizen and the rights and privileges conferred by this status in a range of states and societies impacted by genocide;
- analyze the potential dangers for individuals within a society when governments take away rights associated with citizenship;
- analyze the impact of national and international actions to prevent and stop genocide based on the moral and legal obligations held by individuals, groups, and states to protect the human rights of citizens;
- evaluate the contributions of selected individuals and groups in the struggle to protect the human rights of those facing or affected by genocide (e.g., Amnesty International, Doctors Without Borders, UNHCR, UNICEF);
- assess the importance of taking a stand as an active citizen to confront genocidal acts.

#### **Legacy and Memorializing Genocide**

By the end of this course, students will:

- develop an understanding of the individuals and groups supporting the survivors of genocide and ensuring the memory of those killed lives on in the lives of those who have survived;
- describe the impact the destruction of symbolic and cultural icons during genocide has on the intent to completely annihilate the existence and legacy of the target group;
- analyze the attempts to define genocide from the 20<sup>th</sup> to the 21<sup>st</sup> Century and the historical events, individuals, and institutions that precipitated these actions (e.g., Raphael Lemkin; the United Nations General Assembly, the International Criminal Court).

- assess the attempts by the survivors of genocide and others to memorialize the horrors of genocide and the legacy of its victims through various political means and art forms and their efforts to prevent further genocides (e.g., Romeo Dallaire, Steven Spielberg, Franz Werfel, Maya Lin).

## **Social, Economic, Political, and Legal Structures**

### **Overall Expectations:**

By the end of the course students will:

- analyze the changing nature of the power relationship between social structures and institutions;
- analyze how economic forces have been used to promote, justify, and counter-act genocide, crimes against humanity, and war crimes;
- analyze the ways that political ideologies, organizations, movements, and structures have been used to defend or undermine individual and collective rights.

### **Specific Expectations**

#### **Social Structures**

By the end of the course students will:

- demonstrate an understanding of the interactions between majorities and minorities that allow social groups to defend or crush human dignity;
- analyze how the division of people into social groupings has allowed elites in societies to discriminate against various groups due to perceived or created difference (e.g., class, caste, race, ethnicity, religion);
- analyze how the social groupings imposed by colonial powers have led to the belief in the superiority of certain social groupings over others and how these divisions have sown the seeds that have led to genocide (e.g., Hutu and Tutsi in Rwanda; Turkish and Armenian in the Ottoman Empire).

#### **Economic Structures**

By the end of the course students will:

- explain how economic and material arguments may be used to promote fear, envy, and hatred toward target groups (e.g., Rwanda, Nazi Germany, Cambodia, Ottoman Empire);
- analyze how elites may use economic forces to marginalize and attack target groups (e.g., boycotts, confiscations, occupations, mass unemployment, scarcity);
- analyze how government intervention or non-intervention in response to genocide, war crimes and human rights violations are economically motivated;
- evaluate the use of economic boycotts, sanctions, and divestments as tools to pressure governing powers to counter genocidal agendas and human rights violations (e.g., South Africa, Serbia, Darfur).

#### **Political and Legal Structures**

By the end of the course students will:

- analyze the ideas and influences of key social and political ideologies that led to the dehumanization and extermination of certain groups in variety of states in the 20<sup>th</sup> and 21<sup>st</sup> Centuries (e.g., nationalism in Serbia, national socialism in Nazi Germany);
- analyze the role of political parties, movements, and leaders in sustaining or undermining political and legal institutions (e.g., Hitler and the Weimer Constitution, Trudeau and the Canadian Charter of Rights and Freedoms, Pol Pot and the overthrow of the Cambodian government and constitution);
- analyze the role the Rule of Law and an independent judiciary play in the protection of individual and collective rights;

- analyze the role of the police, military, militias, and paramilitary forces in the defense or destruction of political and legal institutions in various societies;
- analyze the changing nature of Canadian immigration and refugee law and the impact it has had on those escaping persecution (e.g., during the Holocaust, Vietnamese Boat People, East Timor);
- evaluate the effectiveness of the political/legal institutions that have been established to respond to genocide, war crimes, crimes against humanity and human rights violations (e.g., The United Nations, The International Criminal Court, The Truth and Reconciliation Commission, Gacaca).

## **Methods of Historical Inquiry**

### **Overall Expectations**

By the end of this course, students will:

- use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources;
- interpret and analyze information gathered through research, employing concepts and approaches appropriate to historical inquiry;
- communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

### **Specific Expectations**

#### **Research**

By the end of this course, students will:

- formulate significant questions for research and inquiry drawing on some examples from the history of Europe, the Middle East, Africa, Asia or the Americas (e.g., how has the power of the state and the military been used to isolate groups and destroy their human rights? how have ideology and propaganda tools been used to justify genocide? why has resistance proved so difficult? why have many people accepted the role of bystanders? why has the international community found it so difficult to respond to and stop outbreaks of genocide?);
- select and use a wide variety of relevant primary and secondary sources (e.g., written, visual, oral, physical, electronic) that represent a diverse range of perspectives;
- evaluate the credibility of sources and information (e.g., by considering the authority, impartiality, and expertise of the source and checking the information for accuracy, reliability, underlying assumptions, perspective, bias, prejudice, and validity of argument);
- organize and record information gathered through research, using a variety of methods (e.g., summaries, note taking, visual organizers, charts, maps);
- identify various career opportunities related to the study of history, and the educational requirements for them (e.g., researcher, museum or archive curator, teacher, journalist, writer, lawyer, archaeologist).

#### **Interpretation and Analysis**

By the end of this course, students will:

- demonstrate an ability to distinguish bias, prejudice, stereotyping, and a lack of substantiation in statements, opinions, and arguments;
- demonstrate an ability to develop a cogent thesis substantiated by effective research;
- analyze information, employing concepts and theories appropriate to historical inquiry (e.g., chronology, cause and effect, short- and long-term consequences);

- analyze historical events and issues from the perspectives of different participants in those events and issues (e.g., perpetrators, victims, bystanders, outsiders);
- make connections between historical situations studied in the course and similar situations in new or unfamiliar contexts (e.g., by identifying chronological ties and cause-and-effect relationships, and using comparison and contrast);
- draw conclusions based on supporting evidence, effective analysis of information, and awareness of diverse historical interpretations (e.g., the nature of genocide, war crimes and crimes against humanity; changes to the U.N. and international law);
- complete research projects that reflect or contain the elements of a historical inquiry process: preparation, research, thesis, supporting evidence, conclusions based on evidence.

### **Communication**

By the end of this course, students will:

- express ideas, arguments, and conclusions, as appropriate for the audience and purpose, using a variety of styles and forms (e.g., reports, essays, seminars, debates, group presentations);
- use an accepted form of documentation (e.g., footnotes, endnotes, or author-date citations, bibliographies or reference lists) to acknowledge all sources of information, including electronic sources;
- use appropriate terminology to communicate results of inquiries into historical topics and issues.

## **7. Curriculum Overlap**

The world history courses in *The Ontario Curriculum Grades 11 and 12 Canadian and World Studies* 2005 policy document are sweeping surveys. A specific course on the causes and consequences of genocide, war crimes, and crimes against humanity will allow teachers and students to take a focused approach to this historical phenomenon and stands in sharp contrast to the “American History”, “World History to the Sixteenth Century,” and “World History Since 1900: Global and Regional Perspectives” courses. The expectations in the Methods of Historical Inquiry strand are very similar in all of the Senior History courses and we think this appropriate. Students, parents, and post secondary institutions can be assured that students who take this course will receive the same sound inquiry and communication skills training as they would if they had taken one of the other provincially authorized Senior History courses.

## **8. Assessment and Evaluation of Students**

Students in this locally developed course will be assessed in the same way that all students in other Senior History courses are assessed. Students will be expected to perform in standard evaluation situations including tests, seminars, document analyses, debates, oral presentations, creative representations, essays, and examinations that will address the different categories of the Achievement Chart. The Achievement Chart from pages 18-19 of *The Ontario Curriculum Grades 11 and 12 Canadian and World Studies* 2005 policy document is attached.

## **9. Textbooks and Learning Resources**

### **Student Resources**

Colorosa, Barbara. *Extraordinary Evil: A Brief History of Genocide ... And Why It Is Important*. Penguin Canada, 2007.

Dallaire, Roméo. *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. Vintage Canada, 2004.

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

Facing History and Ourselves, *Holocaust and Human Behavior*. Facing History and Ourselves Foundation, Inc., 1994.

Flint, Julie and Alex de Waal. *Darfur: A Short History of a Long War*. Zed Books, 2005.

Frank, Anne. *Diary of a Young Girl*. Otto H. Frank and Mirjam Pressler, Eds., Trans. Susan Massotty, The Definitive Edition, Doubleday, 1995.

Hux, Allan D. and Frederick E. Jarman. *Nazi Germany*. Harcourt Brace Jovanovich, 1986.

Levine, Karen. *Hana's Suitcase*. Allen and Unwin, 2003.

McLaren, Angus. *Our Own Master Race: Eugenics in Canada, 1885 to 1945*. Oxford University Press, 1990.

New Internationalist. *Justice After Genocide*. December (385). 2005.

Schulman, Faye. *A Partisan's Memoir: Woman of the Holocaust*. Second Story Press, 1995.

*The Search for Global Citizenship; the Violation of Human Rights in Asia 1931-1945, A Resource Guide for Ontario Teachers of Canadian and World Studies, Grades 10-12*. ALPHA, 2005.

Spiegelman, Art, *Maus: A Survivor's Tale*. Volumes 1 and 2. Pantheon Books, 1986.

Springer, Jane. *Genocide*. Groundwood Books, 2006.

Wiesel, Elie. *Night*. Farrar, Straus and Giroux, 1972.

Wiesenthal, Simon. *The Sunflower*. Schocken Books, 1969.

Zapruder, Alexandra. *Salvaged Pages: Young Writers' Diaries of the Holocaust*. Yale University Press, 2002.

## **General Resources**

### **Print**

Abella, Irving and Harold Troper. *None is Too Many*. Lester and Orpen Dennys, 1982.

Allport, Gordon. *The Nature of Prejudice*. Addison Wesley Publishing company, 1954.

Alvarez, Alex. *Governments, Citizens, and Genocide: A Comparative and Interdisciplinary Perspective*. Indiana University Press, 2001.

- Andreopoulos, George J., Ed. *Genocide: Conceptual and Historical Dimensions*. University of Pennsylvania Press, 1994.
- Barnett, Michael. *Eyewitness to Genocide: The United Nations and Rwanda*. Cornell University Press, 2002.
- Berry, John A., and Carol Pott Berry, Eds. *Genocide in Rwanda: A Collective Memory*. Howard University Press, 1999.
- Browning, Christopher. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. HarperCollins Publishers, 1992.
- Burleigh, Michael and Wolfgang Wipperman. *The Racial State: Germany 1933–1945*. Cambridge University Press, 1991.
- Chalk, Frank and Kurt Jonassohn. *The History and Sociology of Genocide: Analyses and Case Studies*. Yale University Press, 1990.
- Coloroso, Barbara. *Extraordinary Evil: A Brief History of Genocide ... And Why It Matters*. Penguin Canada, 2007.
- Cushman, Thomas and Stjepan Gabriel Mestrovic. *This Time We Knew: Western Responses to Genocide in Bosnia*. New York University Press, 1996.
- Dallaire, Romeo. *Shake Hands with the Devil: The Failure of Humanity in Rwanda*. Vintage Canada, 2004.
- Davies, Ian, Ed. *Teaching the Holocaust: Educational Dimensions, Principles and Practice*. Continuum, 2000.
- Des Forges. Alison. *Leave None to Tell the Story: Genocide in Rwanda*. Human Rights Watch, 1999.
- Etcheson, Craig. *After the Killing Fields: Lessons from the Cambodian Genocide*. Greenwood Press, 2006.
- Facing History and Ourselves, *Crimes Against Humanity and Civilization: The Genocide of the Armenians*. Facing History and Ourselves Foundation Inc., 2004.
- Facing History and Ourselves, *Holocaust and Human Behavior*. Facing History and Ourselves Foundation, Inc., 1994.
- Fein, Helen, Ed. *The Prevention of Genocide: Rwanda and Yugoslavia Reconsidered*. Institute for the Study of Genocide, 1994.
- Flint, Julie and Alex de Waal. *Darfur: A Short History of a Long War*. Zed Books, 2005.
- Friedländer, Saul. *The Years of Extermination: Nazi Germany and the Jews, 1939-1945*. HarperCollins Publishers, 2007.
- Gilbert, Martin. *Atlas of the Holocaust*. Michael Joseph Limited, 1982.

- Gourevitch, Philip. *We Wish To Inform You That Tomorrow We Will Be Killed With Our Families: Stories From Rwanda*. Farrar, Straus and Giroux, 1998.
- Gutman, Roy A. *Witness to Genocide: The 1993 Pulitzer Prize-Winning Dispatches on the "Ethnic Cleansing" of Bosnia*. Macmillan, 1993.
- Hovannisian, Richard G., Ed. *The Armenian Genocide in Perspective*. Transaction Books, 1986.
- Hux, Allan D. and Frederick E. Jarman. *Nazi Germany*. Harcourt Brace Jovanovich, 1986
- International Association of Genocide Scholars, Genocide in Darfur: Special Issue of *Genocide Studies and Prevention* 1.1 (2006).
- Jones, Adam. *Genocide: A Comprehensive Introduction*. Routledge, 2006.
- Kiernan, Ben. *The Pol Pot Regime: Race, Power, and Genocide in Cambodia Under the Khmer Rouge, 1975-1979*, Yale University Press, 2002.
- Laban Hinton, Alexander, Ed. *Annihilating Difference: The Anthropology of Genocide*. University of California Press, 2002.
- Lanzmann, Claude. *Shoah: An Oral History of the Holocaust*. Pantheon Books, 1985.
- McLaren, Angus. *Our Own Master Race: Eugenics in Canada, 1885 to 1945*. Oxford University Press, 1990.
- Melvern, Linda. *Conspiracy to Murder: The Rwandan Genocide*. Verso, 2006.
- Minow, Martha. *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*. Beacon Press, 1998.
- New Internationalist. *Justice After Genocide*. December (385). 2005.
- Paris, Erna. *Long Shadows: Truth, Lies and History*. Alfred A. Knopf, 2002.
- Plant, Richard. *The Pink Triangle: The Nazi War Against Homosexuals*. Henry Holt and Company, 1986.
- Power, Samantha. *"A Problem from Hell": America in the Age of Genocide*. HarperCollins Publishers, 2002.
- Richard G Hovannisian, Ed. *Looking Backward, Moving Forward: Confronting the Armenian Genocide*. Transaction Books, 2003.
- The Search for Global Citizenship; the Violation of Human Rights in Asia 1931-1945, A Resource Guide for Ontario Teachers of Canadian and World Studies, Grades 10-12*. ALPHA, 2005.
- Schulman, Faye. *A Partisan's Memoir: Woman of the Holocaust*. Second Story Press, 1995.
- Spiegelman, Art, *Maus: A Survivor's Tale*. Volumes 1 and 2. Pantheon Books, 1986.
- Springer, Jane. *Genocide*. Groundwood Books, 2006.

Staub, Ervin. *The Psychology of Good and Evil: Why Children, Adults and Groups Help and Harm Others*. Cambridge University Press, 2003.

Straus, Scott and Robert Lyon. *Intimate Enemy: Images and Voices of the Rwandan Genocide*. Zone Books, 2006.

Totten, Samuel and Stephen Feinberg, Ed., *Teaching and Studying the Holocaust*. Allyn and Bacon, 2001.

Waller, James. *Becoming Evil: How Ordinary People Commit Genocide and Mass Killing*. Oxford University Press, 2002.

Wiesel, Elie . *Night*. Farrar, Straus and Giroux, 1972.

Wiesenthal, Simon. *The Sunflower*. Schocken Books, 1969.

Wistrich, Robert S. *Anti-Semitism: The Longest Hatred*. Mandarin Paperbacks, 1992.

Zapruder, Alexandra. *Salvaged Pages: Young Writers' Diaries of the Holocaust*. Yale University Press, 2002.

## **Video**

*The Armenian Genocide*, Two Cats, 2006, 60 minutes.

*The Armenian Genocide*, Atlantis Productions, Inc., for Curriculum Development Commission, State of California, 1991, 25 minutes.

*Dark Lullabies*, NFB, 1982, 82 minutes (Impact of the Holocaust on the children of survivors and the children of perpetrators.).

*Faces of the Enemy*, Social Studies School Service, 1957, 57 minutes (An examination of how visual images have been used to dehumanize the “enemy.”).

*The Forgotten Genocide*, 1991 Atlantis Productions, 28 minutes (Film footage, photographs, and accounts by survivors of the Armenian Genocide.).

*Forsaken Cries: The Story of Rwanda*, 1997, Amnesty International, 34 minutes.

*The Genocide in Me*, 2005, Informaction Films and Araz Artinian Production, 52 minutes

*Ghosts of Rwanda*, 2005, PBS, 120 minutes.

*The Hangman*, CRM Films, 1964, B&W, 12 minutes (Animated version of Maurice Ogden’s ballad “The Hangman” about the role of the bystander.).

*Shake Hands with the Devil*, White Pine Pictures, 2004, 90 minutes. (Canadian documentary based on the experience of Lt. Gen. Roméo Dallaire in Rwanda during the 1994 genocide.).

*I’m Still Here: Real Diaries of Young People Who Lived During the Holocaust*, MTV, 2005, 48 minutes.

*Obedience*, Penn State University, 1969, 45 minutes (Historical footage of Dr. Stanley Milgram's famous experiments in the 1960s on the extent to which people will obey authority.).

*Paragraph 175*, Movies Unlimited, 1999, 81 minutes (Documents the persecution of gay men under Nazi statute outlined in paragraph 175.).

*Shoah*, New Yorker Films, 1985, 544 minutes [9+ hours] (Contemporary interviews with Holocaust survivors, perpetrators, and bystanders.).

*So Many Miracles* 1987, NFB, 48 minutes (The story of Canadian actor Saul Rubinek's parents' reunion with the Polish family who rescued them during the Holocaust.).

*Sterilization of Leilani Muir*, 1996 NFB, 47 minutes (Documents the eugenics legislation introduced in Alberta in 1928 and the successful suit against the Alberta Government by Leilani Muir who was sterilized without her knowledge or consent in the 1950s under this legislation.).

*Triumph of Evil*, 1999, PBS 60 minutes (Examines the role of Britain, France, the US, and the UN as they ignored warnings and evidence of the impending genocide in Rwanda.).

*Voices of Survival*, 1992, 57 minutes (The stories of seven Canadian survivors of the Holocaust.).

*The Wave*, 1981, Films Incorporated, 46 minutes (Dramatization of the true story of teacher Ron Jones who sets up an "experiment" in his classroom to explore the role of conformity and peer pressure in creating conditions that permit genocide to occur.)

### **Websites**

<http://www.pbs.org/wgbh/pages/frontline/shows/ghosts> (PBS companion website to their video *Ghosts of Rwanda*.).

<http://www.pbs.org/wgbh/pages/frontline/shows/evil> (PBS companion website to their video *Triumph of Evil*.).

<http://www.genocideeducation.org> (Non-profit organization that assists educators in teaching about human rights and genocide, particularly the Armenian genocide.).

<http://www.yadvashem.org> (Israeli memorial to murdered Jews and a repository of extensive amounts of information about the Holocaust.).

[http://www.mtv.com/thinkmtv/discrimination/im\\_still\\_here/bios](http://www.mtv.com/thinkmtv/discrimination/im_still_here/bios) (Companion website to the MTV video *I'm Still Here* with background material on the young people featured in the video, and links to websites on activism around Darfur.).

<http://www.icttr.org> (Site of the International Tribunal for Rwanda with up-to-date information on indictments, trials, and sentences as well as a daily journal.).

[http://www.visiontv.ca/RememberRwanda/main\\_pf.htm](http://www.visiontv.ca/RememberRwanda/main_pf.htm) (Commemoration and documentation of the Rwandan genocide.).

<http://www.rwandaproject.org> (Through the Eyes of Children: The Rwanda Project provides children at an orphanage in Rwanda with disposable cameras to document their world. Website showcases the children's work.).

<http://www.facinghistory.org> (Website of international teacher-training organization that focuses on the study of the Holocaust and other examples of genocide. Website contains extensive number of lesson plans, teaching strategies, and resources.).

<http://cyberschoolbus.un.org/discrim/ethnicity1.asp> (Lesson plans helping students to learn about their ethnic identity, ethnic conflicts around the world, and how to combat ethnic discrimination at the international, local, and individual level. This site also has lesson plans on institutional racism.).

<http://genocidewatch.org> (Genocide Watch is the coordinator of the international campaign to end genocide. Provides up to date information and resources on genocide. Stanton's Eight Stages of Genocide is available at this site.).