Course: Genocide Studies 12

Teacher Name: Megan Tolliday

Room: D205

Website & Email Address: www.mtolliday.weebly.com / mtolliday@sd44.ca

Course Description:

Genocide Studies 12 strives to better understand the nature of human beings and the political situations that lead to genocide, both physical and cultural. Through the understanding of psychology, the characteristics of genocide, the challenges of global peace, students will gain a greater understanding of our role in the global community. Students will analyze and evaluate details of past events to better understand current perspectives on economic, political, social, and cultural conditions of genocide. This course aims to develop a critical lens so that students gain a better understanding of concepts such as colonization, conflict, ethics, atrocities, and political denial.

This course is based on the draft outline provided by the Education Ministry. More information can be found at: <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/10-12/social-studies/en_ss_12_gns_elab.pdf>

Big Ideas:

The following ideas will be explored throughout the course of the summer:

* The intentional destruction of peoples and their cultures is not inevitable and attempts can be disrupted and resisted.
* The use of the term “genocide” to describe atrocities has political, legal, social, and cultural ramifications.
* Despite international commitments to prohibit genocide, violence targeted against groups of people or minorities has continued to challenge global peace and prosperity.
* 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:

* Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
* Assess the significance of people, locations, events, or developments, and compare varying perspectives on their significance at particular times and places, and from group to group (significance)
* Assess the credibility of and justification for evidence after investigating the reliability of sources and data, the adequacy of evidence, and the bias of accounts and claims (evidence)
* Compare and contrast continuities and changes for different groups, at different times and places (continuity and change)
* Assess how prevailing conditions and the actions of individuals or groups influence events, places, decisions, or developments (cause and consequence)
* Explain and infer different perspectives on past or present people, places, issues, or events by considering prevailing norms, values, worldviews, and beliefs (perspective)
* Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment)
* Make reasoned ethical judgments about actions and assess varying responses to events in the past or present (ethical judgment)

Core Competencies:

By the end of this course students will be expected to:

* Demonstrate a knowledge of human nature and psychology to describe the similarities of the causes of genocide. How do people act and react under stress? In group scenarios? How do ethics play a role?
* Show an understanding and effectively describe the political causes of genocide. What causes it? Where has it taken place? What are the consequences?
* Evaluate and explain why governments are so reluctant to admit when genocide has taken place. What are the ramifications of admitting to genocide? Is it easier to deny or minimize the scope of genocide? How are governments held responsible in the wake of genocide?
* Assess the global role of humanity in disrupting or preventing genocide. How and when should the international community get involved in an internal conflict? How do we ensure civil rights are upheld in our own society?

Course Content:

The content of the course is as follows:

* economic, political, social, and cultural conditions of genocide
* characteristics and stages of genocide
* acts of mass violence and atrocities in different global regions
* strategies used to commit genocide
* recognition of and responses to genocides
* movements that deny the existence of or minimize the scope of genocides
* evidence used to demonstrate the scale and nature of genocides

Assessment and Evaluation:

* Primary and secondary source evaluation
* Written and spoken arguments (debates)
* Research essays
* In-class writing activities
* Individual and group projects

Course Expectations:

* Respect yourself and others.
* Attend every class and be punctual.
* Inquire, think, and participate to the best of your individual ability.
* Access technology in class for learning purposes only & only when instructed to do so. In this class we follow the Technology Use guidelines from the Carson agenda, page 28. \*\*\*Note: if technology is removed due to improper usage, YOUR TEACHER IS NOT RESPONSIBLE for any damages or loss that occur during this time.
* Maintain the strictest adherence to the Policy for Academic Honesty and Integrity, page 14 of Carson’s agenda.
* Challenge yourself and have fun learning!

Supplies:

* Binder and pen/pencil
* Lined and blank paper (8.5x11)
* Laptop (if possible)