

Confronting Genocide: Never Again?

Eighth edition. October 2022.

HISTORICAL CONTEXT

- Discusses the Armenian Genocide within the context of World War I and the OvaHerero-Nama Genocide in present day Namibia.
- Includes World War II, Nuremberg Trials, Genocide Convention of 1948, effects of the Cold War on ratification and enforcement, and genocides during the post-Cold War era.
- Concludes with content on the current situation of the Uighurs in Xinjiang, China.

STUDENT READINGS

- Traces the development of the United Nations, the Genocide Convention, and the International Criminal Court over time.
- Explains why countries resist intervention and enforcement due to philosophical and practical constraints.
- Compares and contrasts case studies: the Armenian, Cambodian, Bosnian, and Rwandan genocides, the genocide in Sudan, the Holocaust, and the OvaHerero-Nama Genocide in Namibia.
- Presents the political and social dilemmas the United States faces when deciding if and how to act.

CENTRAL ROLE PLAY ACTIVITY

Question: What should the U.S. policy and practice be when presented with evidence of genocide?

Setting: UN International Day of Commemoration and Dignity of the Victims of the Crime of Genocide and of the Prevention of this Crime (“The day”)

SKILL DEVELOPMENT THROUGH LESSONS

A short description of each lesson can be found on the unit webpage [here](#).

Students will:

- **Develop** compelling questions on the topic of genocide.
- **Define** genocide, evaluate diplomatic language of the Genocide Convention, and apply it to historical cases—the Trail of Tears, the Congo Free State, Tibet, the Ukrainian famine, and Indigenous peoples in 1816 Argentina.
- **Assess** the usefulness of the Genocide Convention today and suggest modifications.
- **Use** a provided framework for assessing risk factors of genocide.
- **Reflect** upon individual survivor accounts and consider the value and limitations of using first person accounts as sources for understanding history.
- **Collaborate** with classmates to synthesize readings, case studies, and position profiles.
- **Listen** actively and deliberate with peers on the complex viewpoints expressed.
- **Design** a memorial to commemorate some aspect of a genocide.

- **Write** and defend a position statement on what U.S. policy towards genocide should be, and use it to make recommendations for U.S. policy towards the case of the Uighurs in China.
- **Consider** the value of diverse objects, including fashion pieces, as sources for studying the history and culture of Namibia.

LINKS FOR FURTHER CURRICULUM EVALUATION

Videos - A [video collection](#) accompanies this unit, and the videos are incorporated throughout the Digital Editions.

Print Format - This [preview](#) includes the table of contents, a reading excerpt, and a sample lesson plan.

Digital Editions Format - Interested in what the Digital Editions format looks like? Check out our web-based curriculum [here](#).