## **Contents**

Introduction: Never Again?
Part I: Defining Genocide
World War II
The Genocide Convention
Renewed International Cooperation
The International Criminal Court16
Part II: Seven Case Studies
The OvaHerero-Nama Genocide
The Armenian Genocide
The Holocaust
The Cambodian Genocide41
The Bosnian Genocide
The Rwandan Genocide
Genocide in Sudan61
Remembering History: U.S. Genocide Policy for the Future
Options for U.S. Policy
Options in Brief70
Option 1: Lead the World in the Fight to Stop Genocide
Option 2: Stand with the International Community Against Genocide
Option 3: Support Local Efforts Against Genocide
Option 4: Intervene Only When U.S. Interests are Directly Threatened
Supplementary Resources
Videos

## **Contents**

Note to Teachers
Part I: Defining Genocide
Study Guides and Graphic Organizer
Lesson: Orientation and Compelling Questions
Lesson: The Genocide Convention: Testing the Definition
Part II: Seven Case Studies
Study Guides and Graphic Organizer24
Lesson: Atrocity Risk and Prevention
Lesson: Survivors' Voices: Experiences of Genocide
The Options Role Play
Lesson: Organization and Preparation
Options: Graphic Organizer43
Lesson: Presentation and Discussion
Synthesis
Lesson: Expressing Your Views
Lesson: Constructing a Memorial to Genocide
Supplemental Materials and Videos

Name:

# Convention on the Prevention and Punishment of the Crime of Genocide

Adopted by Resolution 260 (III) A of the United Nations General Assembly on 9 December 1948.

#### **Preamble:**

The Contracting Parties,

Having considered the declaration made by the General Assembly of the United Nations in its resolution 96 (I) dated 11 December 1946 that genocide is a crime under international law, contrary to the spirit and aims of the United Nations and condemned by the civilized world,

Recognizing that at all periods of history genocide has inflicted great losses on humanity, and

Being convinced that, in order to liberate mankind from such odious scourge, international cooperation is required,

Hereby agree as hereinafter provided:

### Article I

The Contracting Parties confirm that genocide, whether committed in time of peace or in time of war, is a crime under international law which they undertake to prevent and punish.

### **Article II**

In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.

#### **Article III**

The following acts shall be punishable:

- (a) Genocide;
- (b) Conspiracy to commit genocide;
- (c) Direct and public incitement to commit genocide;
  - (d) Attempt to commit genocide;
  - (e) Complicity in genocide.

#### **Article IV**

Persons committing genocide or any of the other acts enumerated in Article III shall be punished, whether they are constitutionally responsible rulers, public officials or private individuals.

Name:
-------

## **Defining Genocide**

Instructions: The United Nations wrote the Convention on the Prevention and Punishment of Genocide so that genocide could be legally treated as a crime subject to punishment. Read Articles I and II aloud in your group. Underline three-to-five phrases that you think are most important. Circle any phrases or terms that you do not understand. You will come back to these later as a class. Answer the questions below, and be prepared to share your responses with your classmates.

Questions:	
1. According to Article I, what must be done in response to the international crime of gene	ocide?

2. V	Who may be the victim of genocide? In Article II, genocide is defined as committing certain "acts with the intent to destroy, in whole or in part," any of which four types of groups?
	a.

b.

c. d.

3. How is genocide carried out? Article II lists five acts that may be committed as part of a genocide. In your own words, briefly describe these acts.

a.

b. c.

d.

e.

a.

b.

c.

# Historical Events: King Leopold and the Congo Free State

*Instructions*: Read the event(s) assigned to your group and answer the questions that follow. Be prepared to share your answers with the class.

## **Note on Disturbing Content**

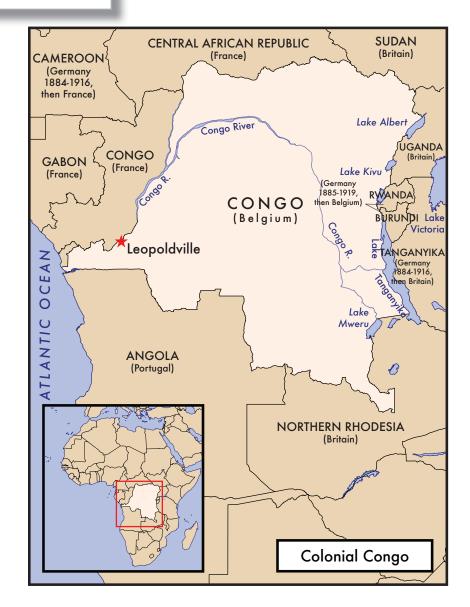
This reading contains content that may be upsetting for readers. It describes physical and psychological violence, and might be particularly intense for students with a personal connection to the topic. It is important to be sensitive to your classmates and the ways in which this might be a difficult topic to study.

inhabitants. Because they were forced to collect rubber, Congolese could not hunt or tend to their own crops, which resulted in widespread starvation. As many as ten million Congolese died in the first two decades of colonialism, largely as a result of abuses by Leopold's colonial officials.

Colonial administrators also destroyed parts of Congolese culture. Officials took orphaned children away from their communities to work

The region that is today the Democratic Republic of the Congo became the personal colony of King Leopold II of Belgium in 1885. The Congo Free State measured more than seventy-six times the size of Belgium. Its population of more than twenty million was diverse, with approximately 250 different ethnic groups.

Leopold's top priority was to make money from his venture, the Congo Free State. Colonial officials constructed an economy based on the export of rubber and ivory to Europe. These goods were produced by the forced labor of Africans. In 1901 alone, six thousand tons of rubber left the colony. Colonial officials required Africans to meet daily quotas, and when people did not collect enough rubber, officials inflicted brutal punishments. Officials used rape, mutilation, and murder as punishment and as a way to control native Congolese. When communities rebelled. officials often killed all the



in "child colonies" or to train as soldiers. Colonial laws prevented Africans from traveling freely across provincial borders, or from practicing non-European religions. In addition to collecting ivory and rubber, Africans were forced to grow crops such as cotton, coffee, and tea for export. They were prohibited from selling harvested products to anyone other than European colonizers or a few powerful companies. Discoveries of precious metals and minerals such as cobalt, gold, copper, and diamonds led to the further extraction of Congo's resources for European profit.

Colonial officials forced many Africans to work for the Force Publique, a police force that maintained control by intimidating and abusing local populations. Members of this force were subject to poor pay, brutal working and living conditions, and violent abuse at the hands of their Belgian officers.

As the international community became aware of the abuses of the Congo's colonial system under King Leopold, public pressure forced Leopold to hand over the Congo to the Belgian government, which took control in 1908.

#### **Questions**

1. Were King Leopold and colonial officials' actions in the Congo a genocide? Give at least two reasons from the text to support your view.

2. What standards from Article II of the Genocide Convention apply to determine if this event was a genocide?

3. What additional information would you like to have about King Leopold and the Congo Free State?

Name

## **Historical Events: The Conquest of the Desert**

*Instructions:* Read the event(s) assigned to your group and answer the questions that follow. Be prepared to share your answers with the class.

## **Note on Disturbing Content**

This reading contains content that may be upsetting for readers. It describes physical and psychological violence, and might be particularly intense for students with a personal connection to the topic. It is important to be sensitive to your classmates and the ways in which this might be a difficult topic to study.

The country of Argentina gained its independence from Spain in 1816. Argentina's newly unified central government wanted to expand its control of land from the coastal areas into more inland areas inhabited by Native groups. This was a way of increasing agricultural and commercial production and providing land to new immigrants of European origin, whom government officials saw as superior to Native people. Many Argentinian officials believed in eugenics, a racist and false theory claiming that there are racial differences in humans. Officials wanted to eliminate the possibility of mixing with Native groups because they believed the groups were inferior and prevented the country from developing economically. In addition, Argentines hoped that by taking land further west they would prevent the neighboring country of Chile from expanding its borders.

Continuing the long history of colonizing Native land to expand its borders, between 1878 and 1885 the Argentine government began a military campaign in the regions of Pampas and Patagonia. General Julio Argentino Roca, the national minister of defense who became the president

of Argentina from 1880-1886 and again from 1898-1904, started the campaign.

During this campaign, the army was authorized to execute prisoners, including women and children. Families of Native groups were separated. Children were often kidnapped or forcibly removed



from their parents. They were relocated to "concentration camps" in different parts of Argentina or forced to work as servants for wealthy Argentines. Some were brought back to the capital city as curiosities and forced to sit in state fairs for urban white residents to observe. Native men and women were also separated, and Native women were often raped or forced into marriage with white soldiers.

Argentines justified these separations by saying that they were introducing Native children to a higher form of civilization. The Argentine government's actions killed at least one thousand Native people and forced fifteen thousand from their homes. The government took thirty-seven thousand acres of land for wealthy white investors.

## **Questions**

1. Were the Argentine government's actions a genocide? Give at least two reasons from the text to support your view.

2. What standards from Article II of the Genocide Convention apply to determine if this event was a genocide?

3. What additional information would you like to have about the "Conquest of the Desert"?