

**Genocide &
Crimes Against
Humanity**

45528

**Semester 1,
2019-20**

Name: _____

CHG 38

Room 2044

R Flosman



Waterdown District High School

Course Outline

CHG 38 - Genocide : Grade 11



TEACHER: R Flosman

PREREQUISITE: none

HOURS: 110

CREDIT VALUE: 1

DEPARTMENT HEAD: P Maga

TEXTBOOKS: HUB it UP!

The **Booklet, THE HUB! Facing History: Holocaust and Human Behaviour**

The basis of this course was created by the Toronto District School Board in 2006. Texts will be provided free of charge. However, the student is responsible for returning books in reasonable condition. The student will be charged for loss or damage.

TEACHING STRATEGIES (include, but not limited to):

- Providing appropriate accommodation for students on IEP's and for English Language Learners and for those who are First Nations, Metis or Inui;
- Utilizing Student Support and Student Alternative Support Programs;
- Contacting parents for support and assistance;
- Using diagnostic assessment and check-in points to monitor student progress;
- Providing differentiation of instruction and assessment to meet the needs of diverse learners;
- Providing ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved student learning;
- Creating lessons, and assessment and evaluations, that are carefully planned to relate to the curriculum expectations and learning goals, and as much as possible to the interests, learning styles and preferences of all students;
- Developing students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

ASSESSMENT AND EVALUATION OF WORK:

Assessment and evaluation will be based on content standards (provincial curriculum expectations) and performance standards (as outlined in the Achievement Chart below). Teachers will ensure that the content of the curriculum is assessed and evaluated in a balanced manner with respect to the four categories of the chart (the balance of the categories will depend on the emphasis put on them in the curriculum expectations of the course).

Achievement Chart:

Category	Criteria	Evidence of achievement can be determined from a variety of sources:
Knowledge and Understanding	<ul style="list-style-type: none"> • Understanding of concepts • Knowledge of content 	<ul style="list-style-type: none"> • Quizzes • Unit tests • In-class assignments • Class presentations • Investigations • Projects • Open-ended questions • Observations • Conversations • Portfolios • Anecdotal records
Application	<ul style="list-style-type: none"> • Applying concepts and procedures relating to familiar and unfamiliar settings 	
Communication	<ul style="list-style-type: none"> • Communicating reasoning orally, in written, and graphical formats • Using content specific language, symbols, visuals, and conventions 	
Thinking	<ul style="list-style-type: none"> • Reasoning; formulating questions; interpreting information and forming conclusions • Selecting strategies; resources, technology and tools • Reflecting on the reasonableness of results 	

MARK CALCULATION:

Interim: A report will be given to reflect how well the student is progressing with suggestions for improvement.

Term Work: 70% of the overall grade (from all term evaluations)

Final Evaluation(s): 30% (Every Student will write the final examination and/or culminating activity that is based on the overall expectations.)

****Teachers will take various considerations into account before making a decision about the grade to enter on the report card. Determining a report card grade will involve teacher's professional judgement and interpretation of the evidence and should reflect the student's most consistent level of achievement with special considerations given to the more recent evidence**

CALENDAR OF COURSE WORK AND OVERALL EXPECTATIONS

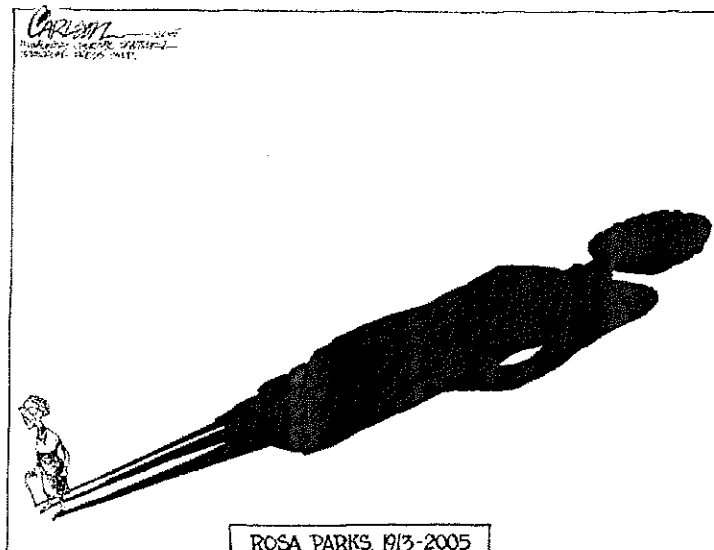
Requirements	Overall Expectations	Approximate Date/%
Journal 1	<p>Journal One : Describe a time when you labeled others and a time when you were labeled. Outline the effects it had on you and the person (s) you labeled</p> <p><i>Change and Continuity</i> analyze the ways in which institutions in society can contribute to stability, as well as inequality</p> <p><i>Social, Economic, Political, and Legal Structures</i> analyze the changing nature of the power relationship between social structures and institutions</p> <p><i>Communities: Development and Interaction</i> analyze the characteristics of societies that are "inclusive" or "exclusive"</p>	<p>Second week in Sept</p> <p>10%</p>
Nazi Presentations	<p><i>Change and Continuity</i> analyze the changes in societies that lead to genocide, crimes against humanity, and war crimes; Analyze the causes of societal breakdown that lead to the extreme consequences of genocide, crimes against humanity, and war crimes</p> <p><i>Social, Economic, Political, and Legal Structures</i> analyze how economic forces have been used to promote, justify, and counteract genocide, crimes against humanity, and war crimes</p> <p>ALL Methods of Historical Inquiry</p>	<p>Oct 1st – 3rd 2019</p> <p>10%</p>
Monument and Spoken word	<p><i>Citizenship and Heritage</i> Demonstrate an understanding of the importance in memorializing genocide as a means of ensuring the legacy of social traditions, values, religion, and art forms.</p>	<p>Thursday October 31st 2019 10%</p>
TEST ONE (knowledge)	<p><i>Communities: Development and Interaction</i> analyze interactions between social groups in societies that have experienced genocide; analyze the ways in which vulnerable communities can be protected or abused by nation states</p>	<p>End of term: Nov 5 2019</p> <p>7.5%</p>
TEST TWO (knowledge)	<p><i>Communities: Development and Interaction</i> Analyze the effectiveness of various models used to rebuild communities after a genocide.</p>	<p>End of term Jan 9 2020</p> <p>7.5%</p>
Museum Oral Journal 2 What have you learned? How have you appreciated the history through your work with exhibits and interactions with the community? Has your confidence grown? What were your challenges	<p>Methods of Historical Inquiry</p> <ul style="list-style-type: none"> • 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. 	<p>Nov 11th – 22nd 2019</p> <p>15%</p>
Upstander Presentations	<p><i>Social, Economic, Political, and Legal Structures</i> analyze the ways that political ideologies, organizations, movements, and structures have been used to defend or undermine individual and collective rights</p> <p><i>Citizenship and Heritage</i> 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 and the impact on the protection of human rights during times of genocide</p> <p>ALL Methods of Historical Inquiry</p>	<p>Dec 17th – 19th 2019</p> <p>10%</p>
Summative 30%		<p>January 13th – 22nd 2020 30%</p>

Summative Evaluation Genocide:

The Hope Project

Due: Last weeks of semester

This is the most individual of summative evaluations. Genocide is a heavy course. Yet from these lessons of History, each student must try to find hope from what they have learned and to try to better the school, community or themselves. The project must have 2 parts:



- 1. Students must have a project (power point, interview, lesson, activity etc. that reflects the lessons of the course and strives to make Canada a better place and Canadians leaders of tolerance)**
- 2. Students must create a creative 10 minute presentation for the class outlining their journey.**

You may choose 3 options of your Hope project. Here are some ideas for each:

<u>The Class</u>	<u>The Community/School</u>	<u>The Self/Family</u>
<p>Create a chapter in our online text. This is outlined on page 6</p>	<p>Help be an upstander in your school/community; page 7</p>	<p>What is your history? Add to our Wall of heroes and create an exhibit! Page 8 DUE NOV 11!</p>
<p>Darfur Iraq Iran Guatemala Chile Sudan Congo Argentina El Salvador.. Rohingya See Flosman for complete list</p> <p>When we looked at the Holocaust, a student became fascinated with Ravensbruck Concentration Camp. She provided an in-depth chapter just on this camp.</p> <p>Alan Turing and the Prosecution of the LGBT community</p>	<ul style="list-style-type: none"> • Help Raise money and awareness for the Rwandan: Grandmothers of Steel • Anti-bullying PowerPoint and bullying skit at local school • Create a package to send to politicians calling for certain Genocides to be recognized • Change this course: create a new area of study for Genocide 	<p>Someone who served in the armed forces</p> <p>Pioneer in women's rights</p> <p>Someone who was an upstander</p> <p>Someone who lived through extraordinary times</p>



Summative Evaluation Hope Project Time Table

Date	Student Expectations	Teacher Initials
Sept 27th 2019	Student has topic and has conferenced with the teacher about direction and preparation of project	
October 25th 2019	Students have research done and a firm plan and direction	
Nov 29th 2019	<ul style="list-style-type: none"> • Students have booked guest speaker • Students are creating slide show • Students are creating plaque for Hall of Heroes and display LEGAL; 16 ARIAL BLACK!!!! (like this text) ALL H OF H MUST BE IN TO BE PLAQUED BY DECEMBER, 2019 • Students have planned and obtained permission for school/community activity 	
January 13th – 22nd, 2020 HOPE PROJECTS		

Option # 1

The class

In this class we study 6 – 7 Genocides. However, there are issues of intolerance that plague our world and dominate our history. You may choose one of these to highlight for your summative.

What you need:

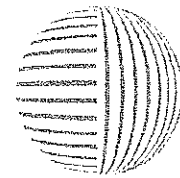
You must create a 40 – 50 slideshow that will serve as a lesson or template for future students of Genocide. Think of this as a chapter in an online text. Why read a textbook when you can create your own chapter for future students? The slide show must have embedded clips and links. It must be informative and visual. You must have links and videos that students can access.

When presenting, **DO NOT COVER EACH SLIDE!** You are not trying to tell the whole story but rather showing them an overview of the chapter. Hit the highlights but explain why this is important to you!

Remember: you must create a chapter in our text that assumes the reader has no background knowledge. **YOU** are the expert! Make sure there are imbedded clips/ narration/ links that make this interactive for future students

Option #2

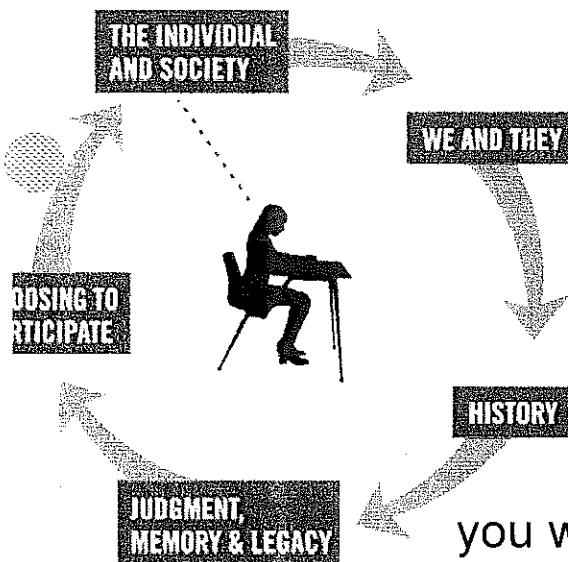
Your School & Community



FACING
HISTORY
AND
OURSELVES

People make choices. Choices make history.

Perhaps the most important aspect of this course is what Facing History calls: "Choosing to Participate." Facing History is an international organization that helps students and teachers of explore and apply the lessons of history. It states that its aim is "to open their eyes to the different ways of participating that are happening around them and to the tools that others have used to make positive changes in their own communities."



YPI, beyond the \$5000

Last year in Civics, each one of you had the opportunity to research a charity and promote it for your summative project. YPI is the driving force and sponsor for this project and each year they provide \$5000 for the winning charity. This year

you will have the opportunity to build on or improve your community work. You may see a need in your school that needs to be met. You may get involved with a charity or community organization that helps to embrace the ideals of this course and better the world around you.



YOUTH AND
PHILANTHROPY
INITIATIVE

Option #3

The Individual

Wall of Heroes/Exhibit: **Beware of crucial timelines:**

- Exhibit must be ready for NOV 11th 2019
- Plaque must be ordered by NOV 29th 2019
- Presentation is January 13th – 22nd 2020

If you wish to participate in the WALL OF HEROES please follow the instructions below, you will need to have the following THREE components:

1. THE PLAQUE

Write a biography of your relative who has served their country. Make sure you include a picture of him/her (preferably in uniform/action) and also include a small picture of yourself and any siblings who have gone to Waterdown. Make sure this adheres to the following:

This bio must be on LEGAL SIZE PAPER...just set Word to LEGAL

Try to use size 16 font if you can. It makes it easier to read on the wall.

Use Arial black as your font type if you like

Once you have proofed it with Flosman, you may take it to Staples here in Waterdown.....

OR BETTER YET TO COSTCO! to have it "plaked."

When ordering this you must ask for 8.5 X 14 with a white background and black border.

This will take a while!!!! Note you must have your plaque in NO LATER THAN NOVEMBER 29th 2019.

2. THE EXHIBIT

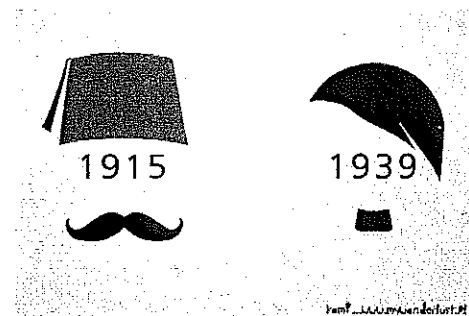
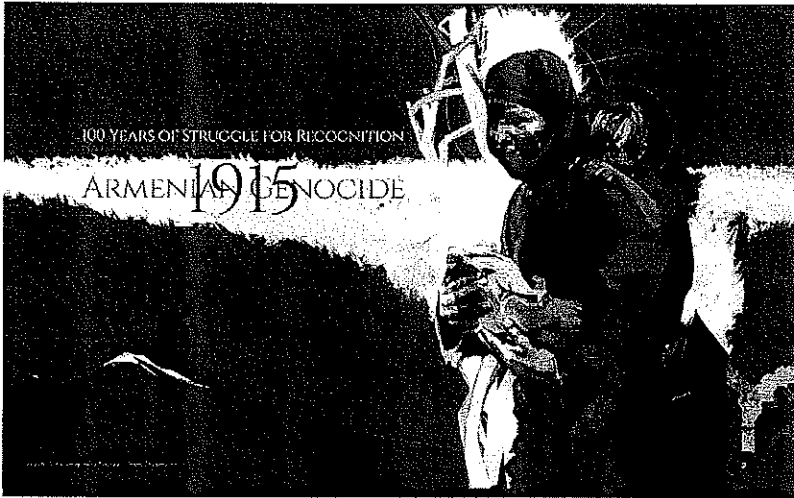
You must create a small exhibit using pictures and artifacts from your subject.

3. THE PRESENTATION

As every other Hope project you must present this to the class. However, you only need about 10 slides covering your subject and the history surrounding her/him.

Part 1 : Genocide

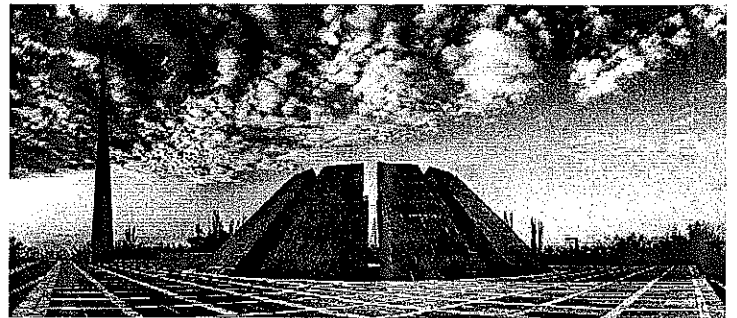
Armenia: the First Modern Genocide



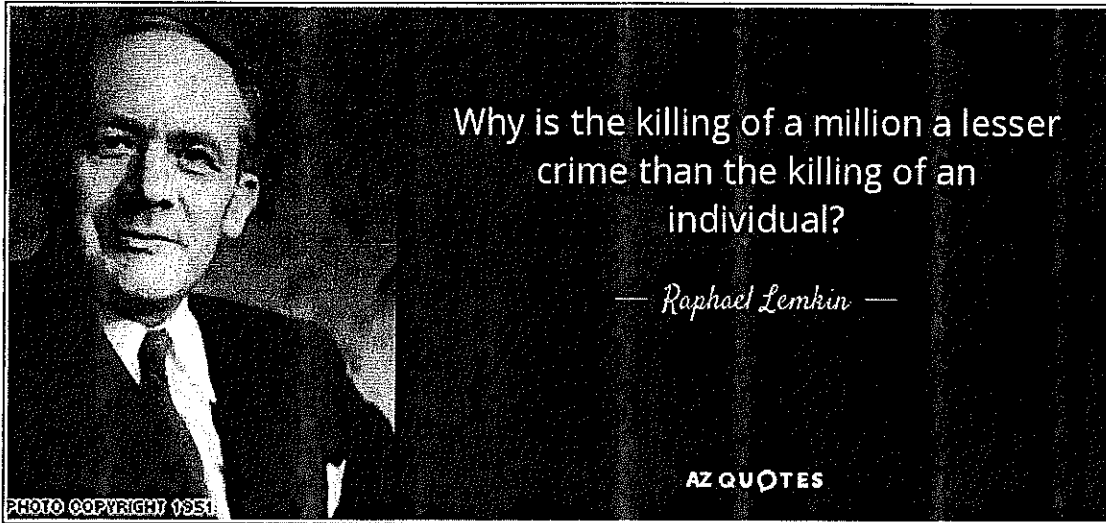
After all, who remembers the Armenians?"

Adolf Hitler

1. 1.5 million murdered
2. Most died of the "death march" rape, starvation and abuse at the hands of the Turks
3. 50,000 taken out in boats and drowned
4. 80,000 Burned Alive
5. 1000's given morphine
6. Rape was common and many were sold into the sex trade. It was a way a Turkish soldier could supplement his income.



DENIAL: The Turkish Government still denies that this Genocide ever took place!



Genos

Cide

Article 2 of the Convention defines genocide as

...any of the following acts committed with the intent to destroy, in whole or 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.

— *Convention on the Prevention and Punishment of the Crime of Genocide, Article 2*

Article 3 defines the crimes that can be punished under the convention:

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

— *Convention on the Prevention and Punishment of the Crime of Genocide, Article 3*

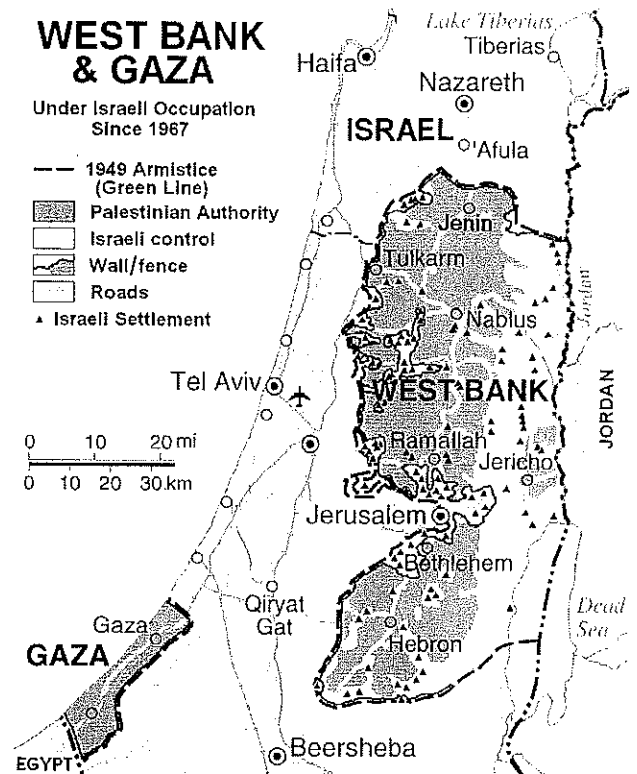
The first draft of the Convention included political killings, but the USSR along with some other nations would not accept that actions against groups identified as holding similar political opinions or social status would constitute genocide, so these stipulations were subsequently removed in a political and diplomatic compromise.

Anti-Semitism Definition: "is suspicion of, hatred toward, or discrimination against Jews

for reasons connected to their Jewish heritage.... A

person who holds such views is called an "anti-Semite".

- Jews accounted for 10% of the total population of the Roman Empire
- Yet they were persecuted before by the Greeks and Egyptians
- When the Roman Empire became Christian, Jews were increasingly targeted.
- 1290, the banishing of all English Jews; in 1396, the expulsion of 100,000 Jews in France; and in 1421, the expulsion of thousands from Austria. Many of the expelled Jews fled to Poland.
- Pogroms or anti-Semitic riots have been a feature of European history throughout.



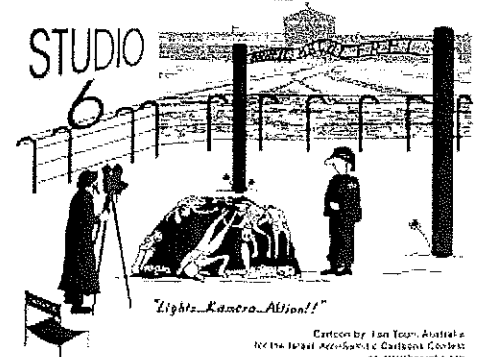
What is it to be Jewish?

Judaism shares some of the characteristics of a nation, an ethnicity, a religion, and a culture, making the definition of who is a Jew vary slightly depending on whether a religious or national approach to identity is used.

Some Key terms:

- Ghetto: Area (usually forced) of Jewish inhabitants within a city.
- Hebrew: Language of the Jew
- Judaism: Religion
- Rabbi: Jewish religious leader
- Pogrom: Violence against a Jew
- Synagogue: Jewish Church
- Sabbath: Jewish Holy Day

Anti-Semitism in Cartoon



THE WEIMAR REPUBLIC 1919 - 1933

Minds On

About ten o'clock tonight I got caught in mob of ten thousand hysterics who jammed the moat in front of Hitler's hotel, shouting: "we want our Fuhrer." I was a little shocked at the faces, especially those of the women, when Hitler finally appeared on the Balcony for a moment.....They looked up to him as if he were the Messiah, their faces transformed into something positively inhuman. If he had remained in sight for more than a few moments, I think many of the women would have swooned with excitement.

William Shire, CBS correspondent in Nuremberg Sept 4, 1934.

After reading the quote from the famous American Correspondent, how could someone like Adolf Hitler have come to power when:

- 10 years before, we was in Jail
- 20 years before this he was a simply a face in the crowd, newly rescued by poverty as he signed up for duty in Munich in 1914. He would fight 4 long years in the trenches of Belgium and France
- 30 years before he was an aimless, friendless, failed art student in Vienna
- 45 years before he was born above a hotel bar in Braunau on the Inn River in present day Austria.

What were the conditions that brought this man to this point. By the time of this quote Hitler was the "**Führer**": or "all knowing" dictator that would lead his country into the most devastating conflict in human history and a modern genocide without parallel. What drew people to him and what society allowed him to rise?

The WEIMAR REPUBLIC

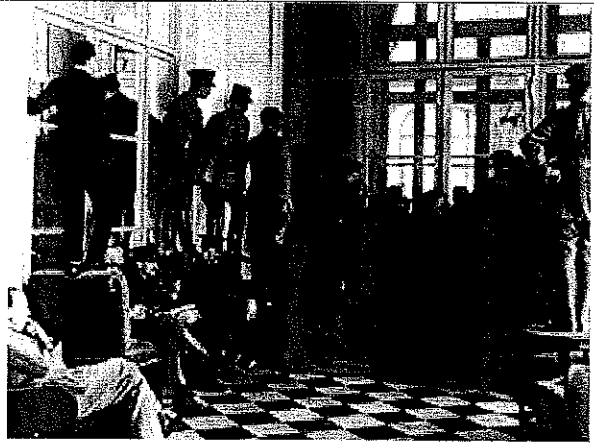
Between 1919 and 1933, Germany experienced its first democracy. The old Kaiser (king) of Germany was deposed as Germany lost WWI. Like a toddler learning to walk, this young democracy would see its share of falls and would allow a man like Hitler to take power on January 30th 1933.

THE VERSAILLES TREATY: In 1919, at the picturesque palace outside Paris, a conference took place that would have a devastating impact on history. The victorious allies especially England and France exacted a series of crippling penalties against Germany. Germany's representative at this conference was Count Brockdorff-Rantzau. He was in charge of receiving the conditions of surrender and bringing them home to Germany. Hopeful that the allies would show mercy, what he found was the opposite:

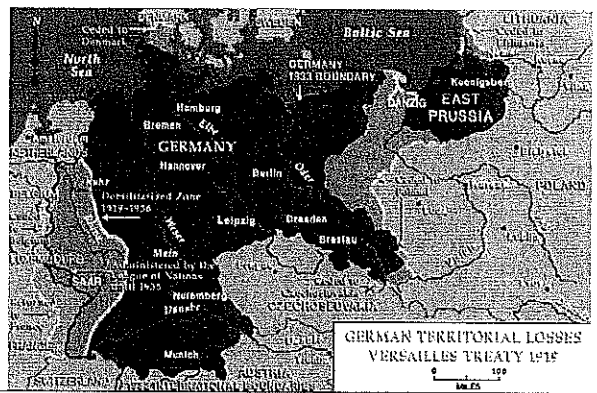
"We Know the power of the hatred that we encounter here."

The results of the Treaty of Versailles were¹ :

<p>LAND: Germany lost</p> <ul style="list-style-type: none"> • 13% of her prewar land! • Parts of Germany were demilitarized and occupied like the precious and fertile Rhineland. • Germany was divided into 2 so that newly created Poland could have access to the sea.
<p>MILITARY Devastated</p> <ul style="list-style-type: none"> • Army reduced to 100,00 troops • Navy reduced to six cruisers • 12 destroyers • NO UBOATS! • Air force eliminated
<p>GOLD: Germany forced to pay</p> <ul style="list-style-type: none"> • 132,000,000,000 gold marks • Germany's 16,000,000,000 marks in overseas assets were taken
<p>BLAME: Germany had to admit GUILT for starting the war</p>
<p>COLONIES: overseas colonies like Rwanda were given to Belgium in damages</p>

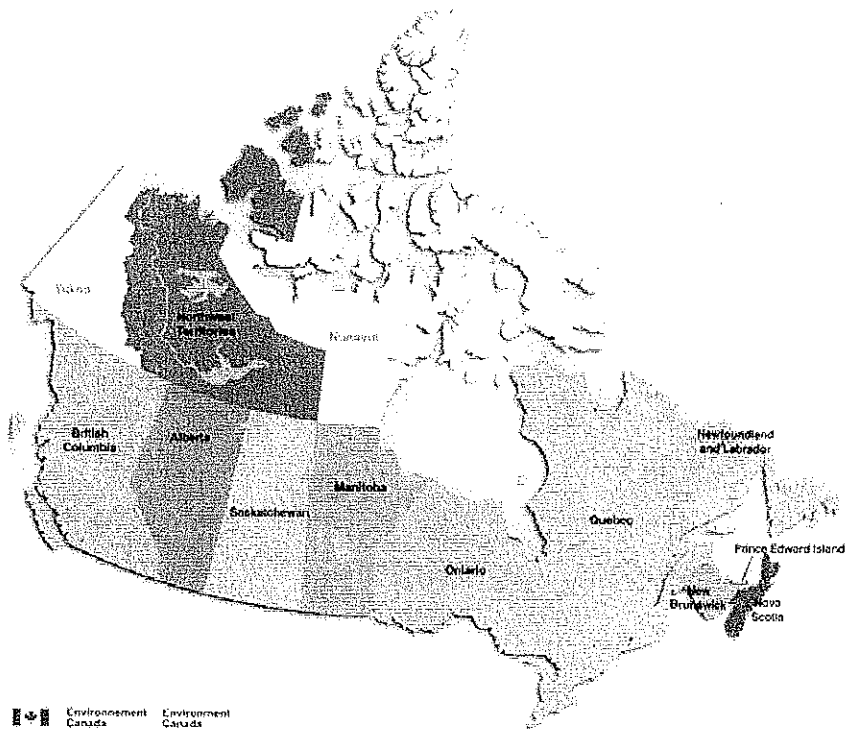


People strain to see the results at Versailles,
Facing History and Ourselves



ACTIVITY: Rank the following terms of the Versailles Treaty. Which do you think is the harshest? To help you let us put this into today's CANADA. How would you feel if this happened to this country? Here are some modern comparisons for you:

Canada's land area is 9,984,670 km². Losing 13% is like losing **MORE THAN:** PEI, Newfoundland and Labrador, New Brunswick, Nova Scotia and Manitoba COMBINED!



Environment Canada / Environnement Canada

¹ Richard Overy, *The Penguin Historical Atlas of the 3rd Reich*, (London: Penguin, 1996) pp 14 – 16.

The WEIMAR REPUBLIC

In the crazy months that followed the German surrender 1918 Germany was in Chaos. We as Canadians have a very romantic view of Democracy. We like to think of the overthrowing a king or queen and starting a new era of democracy as something that must be full of hope and optimism. The awful conditions that Germany found herself in after WWI replaced hope and optimism with misery and uncertainty.

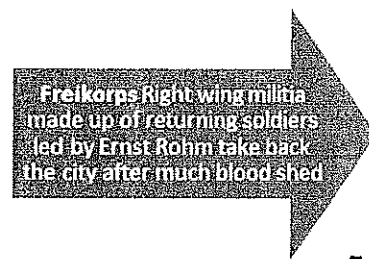
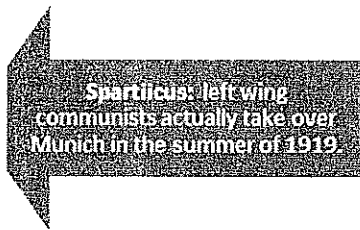
Munich was a sea of conflict and violence in the spring and summer of 1919. Returning troops had to fend off gunfire in their beloved Bavarian city. Fighting for power broke out between the *Spartacus* left wing communists and the newly returning soldiers who made up the right wing *Freikorps* movement, made up of armed returning soldiers.

Minds ON!

What is a communist? What is a fascist? Remember your Civics lesson:

L	R
Communism	Fascism
Farms and industry run by the State	Nationalism, Strength, Force
Classes abolished	Dictatorship by the "superman"
Dictatorship of the Proletariat	Industry and Agriculture follow

In Munich Germany, 1919, street wars broke out between these two systems. For a time the communists seized power. They were soon beaten by the rightwing paramilitary thugs called the



Freikorps.

Although German Republic denounced

tolerated the Freikorps seeing them as lesser of the two evils. The Freikorps, (later called the SA) would eventually help destroy the Weimar Republic. The political uncertainty was underscored with changing governments, political assassinations and what was perceived as an ineffectual government.

democratic leaders in the Weimar violence on the right and the left, they

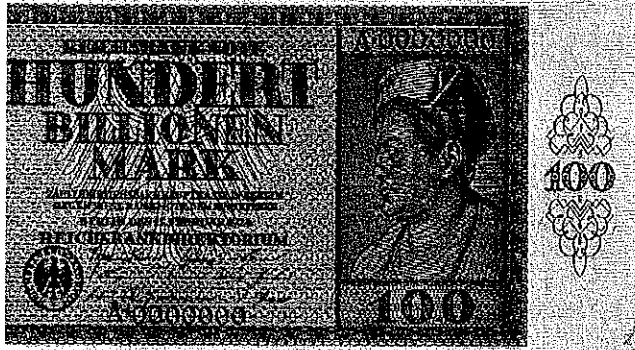
The WEIMAR REPUBLIC

The economic collapse: Hyperinflation

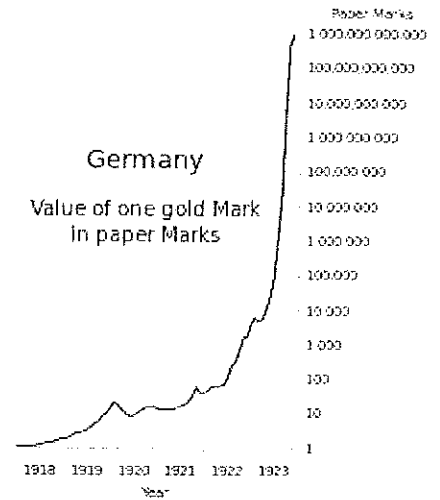


For many Canadians, the hope for a better future including education, travel, family and home. The prospect of retirement is an attainable dream. What would happen if all the money you or your family have saved suddenly became worthless. What if Canada's major banks closed their doors? What if the Canadian Government simply printed more and more currency making our loonie virtually worthless. That our paper money lost such value that people used

it to start fires with? What if prices and inflation rose so high that it cost \$1,000,000,000 for a coffee and a donut at Tim Horton's?



This occurred in Germany in 1923



Weimar Republic
What does it value?

MONEY

Because of hyperinflation, many German towns and principalities minted their own money as a way of creating parallel currency. In many instances, the art on such Notegeld was rabidly antisemitic, usually depicting a medieval scene with Jews as unsavory characters.

NOTE GELD



Ne
wi nit,
Dorüm dat Jüngsten ut
dat Finster schilt.
Jedoch-o weh-en Anglück

n gung ak-
aktamente
men:
den Bank
ann 1655



The WEIMAR REPUBLIC

The DAP and a man in a Bar

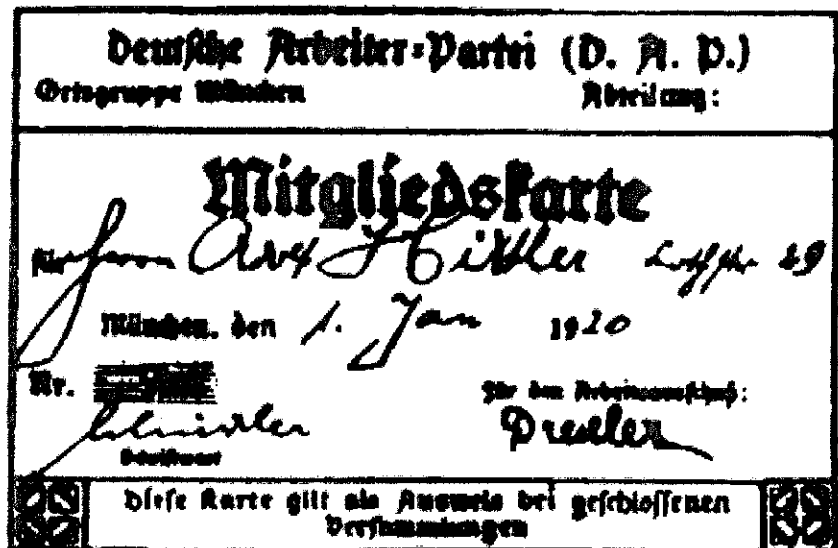
After Hitler's return to Munich after the war, he continued to work for the Army. His job was much less dangerous than the trenches, but he fulfilled his duty in the beerhall. Beerhalls are a part of German culture even today. They are social places where friends gather. After WWI, they became the sites of political meetings and speeches. Often, fights broke out between the left and the right using glasses and chairs. In 1919, Hitler is tasked with spying on these political factions and determining whether they are dangerous or not. In essence he was a spy. Hitler neither smoked nor drank and found this task tedious. However, he did attend a meeting of the German Workers Party led by Anton Drexler. Drexler's small political group raged against the Versailles Treaty, were nationalistic in nature and were Anti-Semitic. Hitler, found that he had much in common with these men in a beer hall.

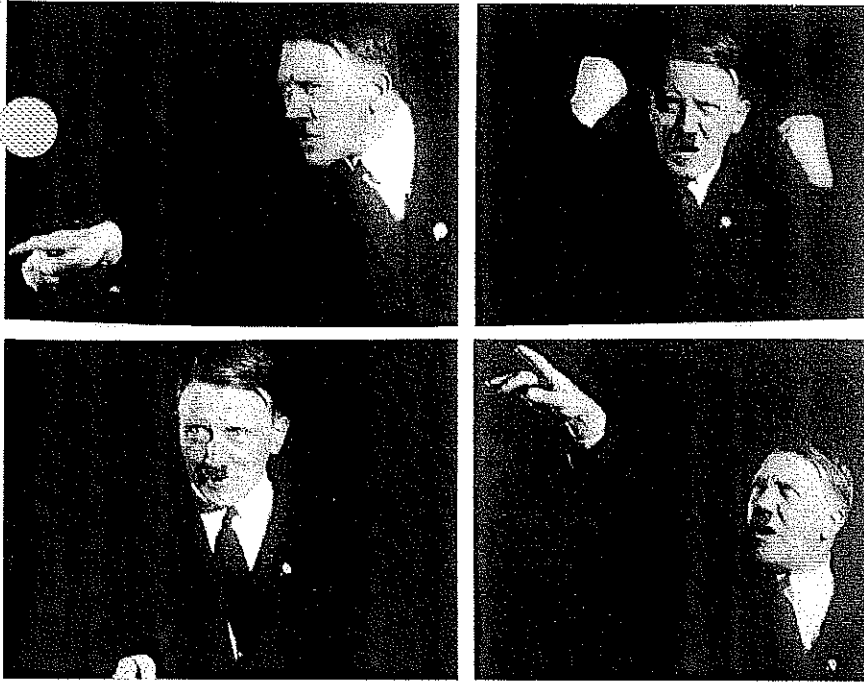
NASDAP German	English
National	National
Sozialistische	Socialist
Deutsche	German
Arbeite	Workers
Partei	Party

After being invited to speak, he found that he had an innate ability to convey his ideas through speaking. He joined the NSDAP as member

555

Even though he was member 555, the new party liked to make it seem as they had more numbers





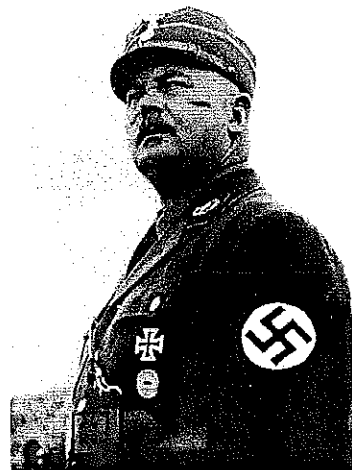
Hitler soon became their speaker and with his newfound ability and fame, attracted a great deal of support and followers. They found someone who could verbalize their frustrations with the Weimar government and the Treaty of Versailles.

The WEIMAR

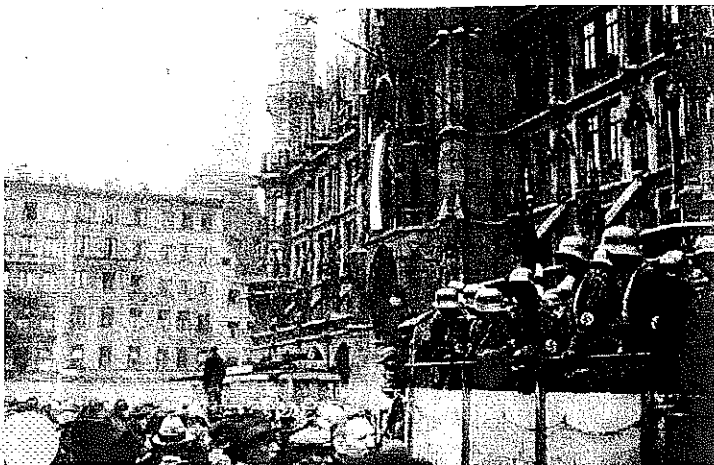
REPUBLIC

The SA

From the Freikorps, grew an organization flourish. These were the muscle and the movement. Led by their violent leader Sturmabteilung or SA, fought with those who disrupted his speeches. These Storm the "brown shirts" after the clothes they that Nazi supporters were protected and intimidated. The SA and the Nazis promised order and a return to a simpler time. They promised to restore the national pride in Germany:

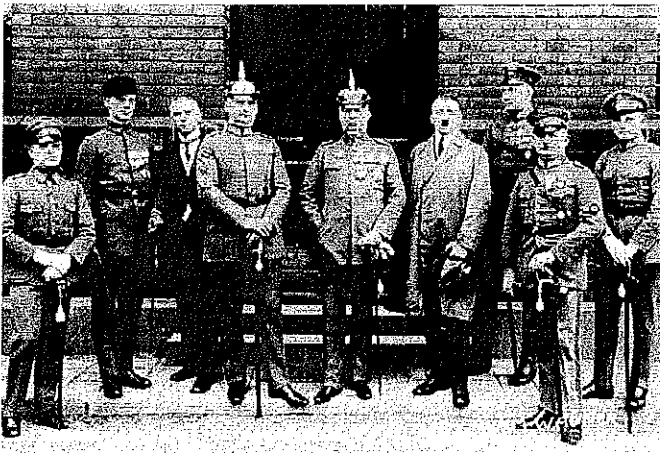


that allowed Adolf Hitler to base of the NSDAP (NAZI) Ernst Rohm, the who opposed Hitler and troopers were nicknamed those who opposed were



A shot in the Dark; The Beer Hall Putsch 1923

In November of 1923, 34 year old Adolf Hitler attempted a coup or putsch (takeover of the government) and fails miserably. He believes that once he marches with his storm troopers and his fledgling Nazi party, he will be joined by the population at large. This doesn't happen and wounded in the arm, he is taken into custody where he awaits trial. Depressed and isolated, many believe that the time of Adolf Hitler is over.



Hitler and his fellow conspirators at their trial. Hitler served only 9 months for his armed revolution



Mein Kampf

While in prison in Landsberg, he was treated as something of a celebrity. He had frequent guests and gifts of cream filled cakes and sugary snacks (Hitler had a notorious sweet tooth). His guards were more like messengers for their famous prisoner. It

was clear by the duration of his sentence as well as the conditions of his imprisonment that many were sympathetic to Hitler and the Nazis. After recovering from his defeat, Hitler dictated what would become his famous book to his deputy, Rudolf Hess. In "My Struggle" *Mein Kampf*, Hitler outlines his philosophy as well as his life story. In it he traces his own passionate hatred of the Jews. Also that Germany must acquire "Living Space" or *Lebensraum*. That is, more land in order to conquer and cultivate for the German people.

From Obscurity to Leader: 1928 – 1933

When Hitler re-emerges from Prison, his leadership is in question and the Nazi organization is in disarray. In the 1928 German election, The Nazis only receive 2.6% of the popular vote. If we look at our Canada's last Federal election in 2011, one can see that other than the NDP, Liberal, Conservative and Green, no other party is given much attention. In fact, most Canadians see Ontario and Canada as a 3 party country. The parties that receive under 3 % of the vote do not enter our political thoughts or conversation in any great way. See that table below: Have you heard of these other political parties? What does this say about the Nazi party in 1928? Yet within 5 years, Hitler will take power in Germany.

Weimar: the Depression

All Ontario students know the Great Depression from their grade 10 course. They have gained a better understanding of their grandparents and great grandparents hardship. Indeed Canadians suffered. However, Germany suffered twice. Hyperinflation left a scar on the mind of the German people. Although, by 1926 and 1927, Germany had seemingly recovered. 1929 was catastrophic.

Because of Germany's war debt, it borrowed money from abroad. When, the Depression began and those countries were forced to call in these debts, Germany was unable to pay. See table below

Job Loss: In 1928, 19,000,000 were employed. In 1932, only 11,500,000 were employed

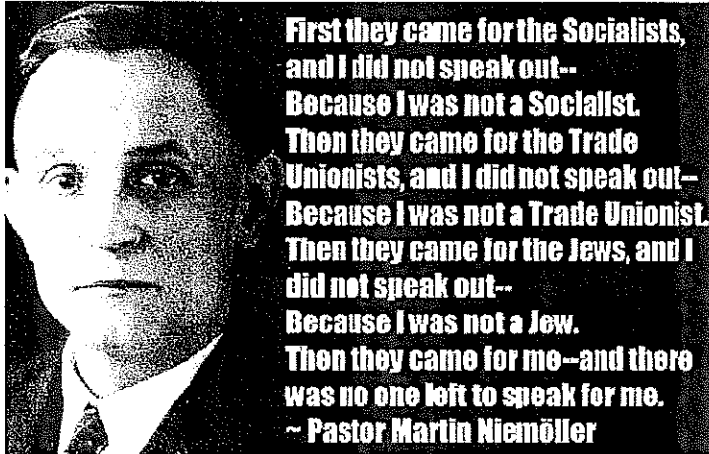
On January 30th, 1933 the Nazi party received the most votes of any party and Hitler became Chancellor of Germany. In the months that followed, he would dismantle any trace of Democracy in Germany and become the supreme leader, *the Fuhrer*. So much has been written about the reasons for this moment in history. It truly is the "perfect storm" of economics, pride, charisma, culture, hate and desperation.

Inquiry based....LEADING NAZIS

During the Holocaust, there were 3 types of people:

The Resistor or Upstander, the Perpetrator and the Bystander.

The second half of the course will focus on the Upstander. However we your first major project will deal with the **Perpetrator**: Those who agreed and actively helped the Nazis achieve their goals











Bystander Those who stood by and watched silently. However, everything is not simple. Pastor Martin Niemöller was actually an early supporter of Nazism (Perpetrator) and then became a Bystander and finally a Resistor. He spent the last years of WWII in a Concentration Camp

Students are to research and present to the class a

famous Nazi and event who/that led to the rise of the 3rd Reich. Make sure you supply their history and the event in which they contributed most. Rohm is done for you. Also the question you must ask is their motivation. However, you may form your own question!

NAME	Biography/ Role/Motivation	PHOTO	Event
Ernst Rohm	<ul style="list-style-type: none"> Scarred WWI vet loved violence led Freikorps militia Munich 1919 Became the head of the SA Hitler's friend and muscle (protection) 		<ul style="list-style-type: none"> Helped lead the Beer Hall Putsch Killed by the Nazis: Night of the Long Knives
Ilse Koch			
Josef Goebbels			
Heinrich Himmler			

Rudolf Hoss			
Albert Speer			
Reinhardt Heydrich			
Irma Grese			
Rudolf Hess			
Hermann Goering			
Hanna Reitsch			
Leni Riefenstahl			
Other1			
Other2			
Other3			

Eugenics :

his Nazi Poster advertised which countries continued practicing Forced Sterilization

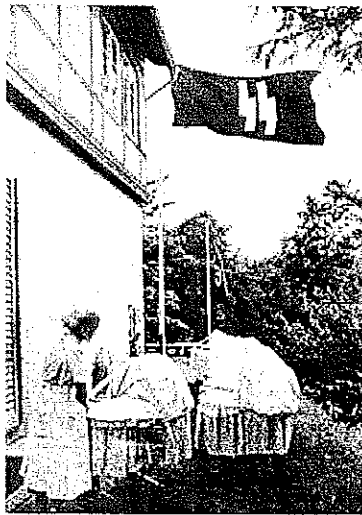
Canada too practiced forced sterilization Eugenics

In BC and Alberta, people viewed as “unfit” for society would be castrated

Where did it come from?

Charles Darwin wrote of “natural selection” in the Animal world. His cousin Francis Galton interpreted it as to apply to humans. Galton coined the phrase “**EUGENICS**” or Good GENES.... He encouraged the upper class to marry and have kids.”Future “scholars” went further looking back at Ancient Sparta:

In the spirit of Eugenics, the Nazis set up the Lebensborn program



Timeline: Building a Racial State, 1933-1938

Taken from Facing History and Ourselves

1933

- January:** The Nazi party takes power in Germany. Adolf Hitler becomes Chancellor. He receives 33% of the vote.
- February:** Hitler is granted dictatorial powers after the Reichstag (Parliament) building goes up in flames. He retains those powers throughout his rule.
- March:** The Nazis set up the first concentration camp at Dachau. The first inmates are 200 Communists.
- May:** The Nazis publicly burn books in Berlin and throughout Germany.



July: The Nazi Party is declared the only legal political party in Germany. The Nazis pass the "Law for the Prevention of Hereditarily Diseased Offspring," allowing for the compulsory sterilization of the "feeble-minded, schizophrenics, alcoholics, and other carriers of supposedly single-gene traits."

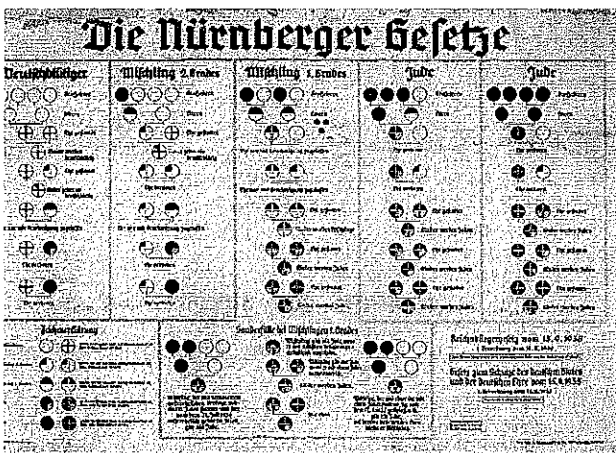
September: Jews are excluded from the arts and are prohibited from owning land.

1934 The government offers special loans to "racially sound" married men whose wives agree to give up jobs outside the home. For each child the government forgives 25 percent of the principal owed on the loan

June **Night of the Long Knives: Ernst Rohm and other SA leaders are executed**

August: Hindenburg dies. Hitler combines the positions of chancellor and president to become

The FUHRER



The NUREMBERG LAWS

A series of laws that ban Jews from everyday life in Germany

1935 May: The Nazis ban Jews from serving in the Military. Over the next few years the Nuremberg Laws systematically take away the rights of Jewish

citizens. Jews are eliminated from most professions, owning businesses, going to school and even owning pets

1936 February: The Gestapo, the secret police, is placed above the law.

March: Hitler takes back the Rhineland

1938 All Jews are banned from schools

March: Germany takes over Austria.

April

Jews are required to carry passports stamped with a "J," identifying them as Jews.

July: Delegates from 32 countries meet in Evian, France, to consider aiding Jews fleeing from Germany and Austria, but no country is willing to accept them.

October: Germany annexes the Sudetenland.



Kristallnacht On the night of the 9th-10th November, 1938 Nazi gangs attack Jews throughout Germany and Austria, looting and then burning homes, synagogues, and businesses. They kill over 90 Jews and send over 30,000 others to concentration camps. Jews are ordered to pay one billion marks for damages from the events of Kristallnacht.:



Timeline: 1939

Summer: The S.S. St Lewis carrying 930 Jewish refugees returns to Europe after being turned away by Cuba, the U.S., and Canada. Germany and the Soviet Union sign the Hitler-Stalin pact. **Fall:** Germany invades Poland. WWII begins in Europe. Hitler secretly orders the systematic murder of the mentally and physically disabled in Germany and Austria. The SS Einsatzgruppen (The Nazis' elite special action squads) in Poland gather Jews into ghettos near railroad stations. Nazis and Soviets divide up Poland. Polish Jews are required to wear special armbands or yellow Star.

1940

January: German physicians begin gassing mental patients, using carbon monoxide gas in fake showers in a psychiatric hospital near Berlin. The program is carried out under the code named T4 (the abbreviated address of the head of Hitler's "euthanasia program"). By September, over 70,000 are dead.

Spring: Nazi Germany invades Denmark and Norway. The Lodz Ghetto is sealed from the outside world with 230,000 Jews locked inside. Rudolf Hoess is named kommandant of Auschwitz, a new concentration camp in Poland. Germany invades France, Belgium, the Netherlands and Luxembourg.

1941

March: Work begins on an expansion of Auschwitz at nearby Birkenau. The new addition can hold 100,000 prisoners.

June: Germany invades the Soviet Union.

Jews throughout Europe are forced into ghettos and internment camps.

September: German Jews ordered to wear yellow star.

Mobile killing units begin the systematic slaughter of Jews. In two days, one unit murders 33,771 Ukrainian Jews at Babi Yar—the largest single massacre of the Holocaust.

December: The first gassings begin at Chelmno a death camp in Poland.

1942

January: Mass killings of Jews begins at Auschwitz-Birkenau.

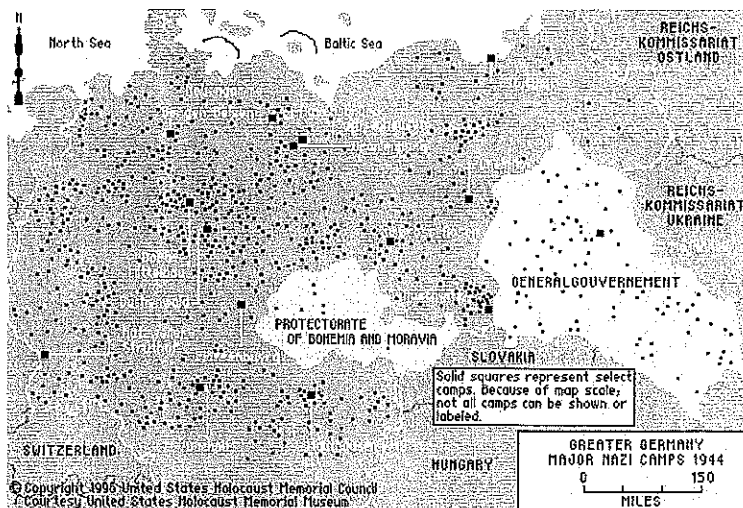
At the Wannsee Conference, Nazi officials turn over the "Final Solution"—their plan to kill all European Jews—to the bureaucracy. "On January 20,

1942, 15 high-ranking Nazi Party and German government officials gathered at a villa in the Berlin suburb of Wannsee to discuss and coordinate the implementation of what they called the "Final Solution of the Jewish Question."

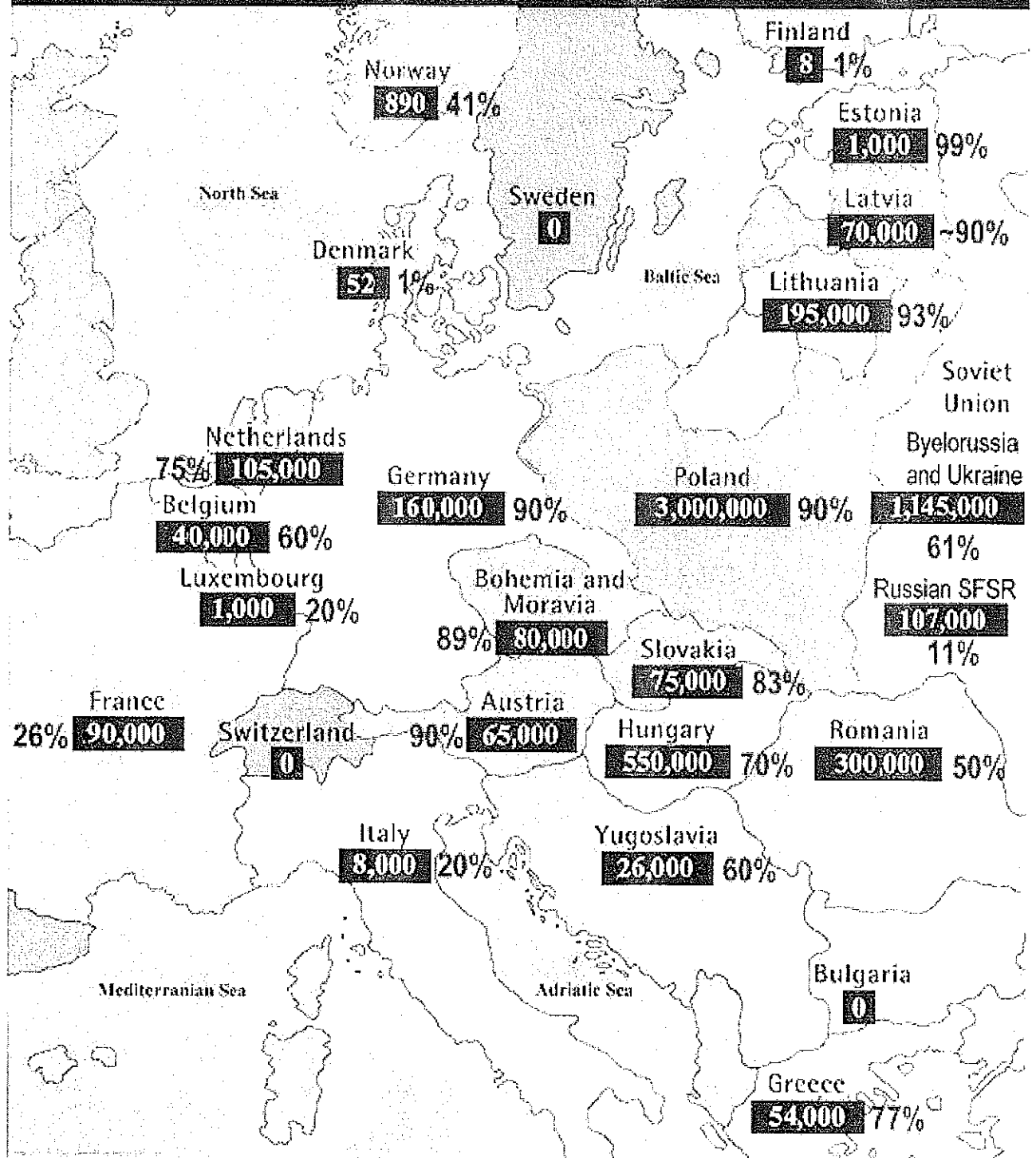
Five death camps begin operation in Poland: Majdanek, Sobibor, Treblinka, Belzec, and Auschwitz-Birkenau.

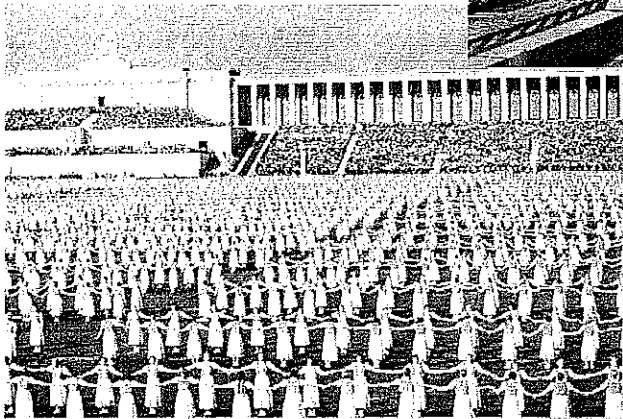
May: The New York Times reports on the mass murder of Jews in the Baltic countries, Poland, and the western part of the Soviet Union.

December: The United States, Britain, and the Soviet Union acknowledge that Germans are systematically murdering the Jews of Europe.

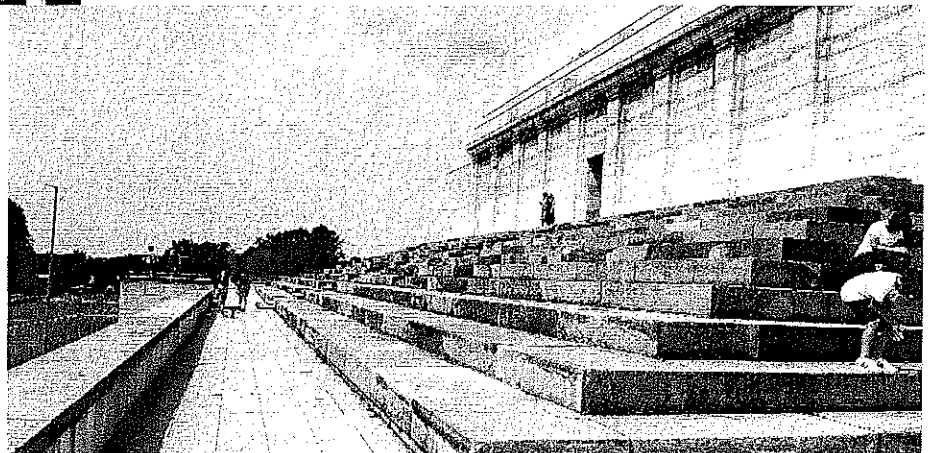


Estimated Jewish death toll by country 1939-45





And Hitler's "1000 year Reich" only lasted 12 years. The ghosts of Nazi past still scar Germany today.....



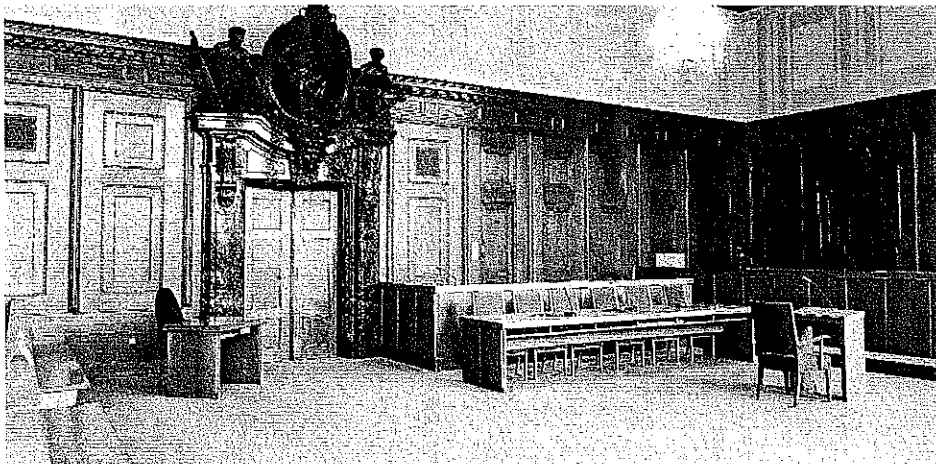
The NUREMBERG TRIALS 1945-1948

After researching your perpetrators, most of you have found out that many of the major war criminals were tried by an international court run by the USA, USSR, Britain and France. The first trial dealt with 26 of the major Nazi leaders in one of the centres of National Socialism, Nuremberg. This trial is not only studied today but its framework is used by the International Criminal Court in the Hague, the Netherlands.



4 major indictments came out of the Nuremberg Trials were

1. Conspiracy
2. Crimes against Peace
3. War Crimes
4. Crimes against Humanity



Defence:

1. Not competent and not independent
2. Unfair procedure
3. "YOU TOO"
4. No crime or punishment without law
5. Hitler is the reason for all this and he has sole responsibility

These trials were the basis of the current INTERNATIONAL CRIMINAL TRIBUNAL(ICT). The perps of Rwanda and the former YUGOSLAVIA have been tried by the ICT.....ITCY AND ICTR

Deniers and Hate today

The following is taken from leading Holocaust expert:

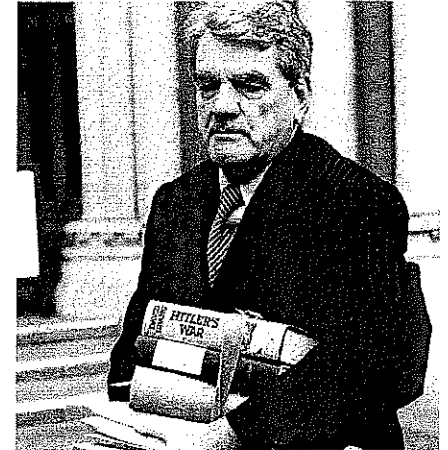
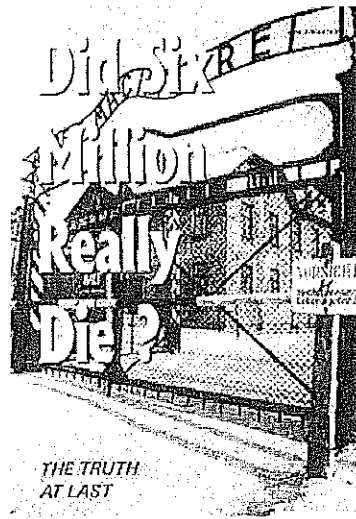
Robert Jan van Pelt

<https://www.hdot.org/vanpelt/#>



Ernst Zundal

Lived in Canada



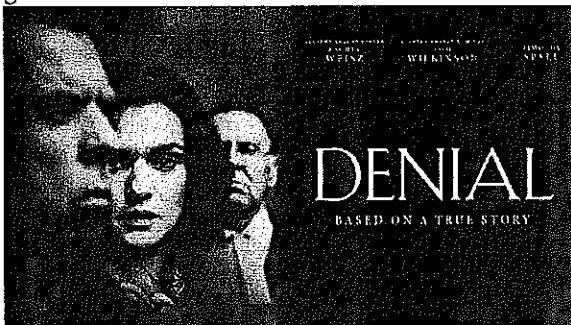
David Irving

James Keegstra, Alberta

In 1984, Keegstra was stripped of his teaching certificate and charged under the Criminal Code with "wilfully promoting hatred against an identifiable group" by teaching his social studies students that the Holocaust was a fraud and attributing various evil qualities to Jews. He thus described Jews to his pupils as "treacherous", "subversive", "sadistic", "money-loving", "power hungry" and "child killers". He taught his classes that the Jewish people seek to destroy Christianity and are responsible for depressions, anarchy, chaos, wars and revolution. According to Keegstra, the Jews "created the Holocaust to gain sympathy" and, in contrast to the open and honest Christians, were said to be deceptive, secretive and inherently evil. He taught his students the myth of a Jewish world-conspiracy whose blueprint allegedly came from the Talmud. Keegstra expected his students to reproduce his teachings in class and on exams. If they failed to do so, their marks suffered.

Taken from Wikipedia

Although Holocaust denial has been a constant source of disinformation, David Irving brought it centre stage when he sued Deborah Lipstadt and Penguin Books for libel in 1996. He said prof. Lipstadt slandered his good name as a historian. In what was termed, "History on Trial" David Irving lost.



Richard Evans and University of Waterloo Prof. Robert Jan van Pelt proved that Irving was lying with his proof. Later, Irving would face jail time for his views. Check out the movie they made about the trial. It is on

NETFLIX

Ra Ra Rasputin....

The monk, the Tsar and Anastasia



V.I. Lenin;

Born into a wealthy family, Lenin, He is considered Communist had the entire



"everyone is equal" type of communism. He changed the name of Russia to the USSR (the Union of Soviet Socialist Republics). He laid out his Marxist teachings and created a new vision for Russians. Everyone was to be addressed as "Comrade" Bob or Comrade Sue. The new government under Lenin's leadership proceeded to implement socialist reforms, including the transfer of estates and crown lands to workers' soviets. Faced with the threat of German invasion, he argued that Russia should immediately sign a peace treaty—which led to Russia's exit from the First World War. In 1924 Lenin suffered from a stroke and died shortly after. His two helpers were Stalin and Trotsky. Trotsky was his intellectual equal and true heir to take over from Lenin. Right before he died, he denounced Stalin as a brute. Stalin suppressed this.

Josef Stalin 1878 – 1953;

The son of a shoe maker, Stalin rose from obscurity and poverty and was with Lenin in the Russian Revolution of 1917, Stalin was appointed general secretary of the party's Central Committee in 1922. He subsequently managed to consolidate power following the 1924 death of Lenin through suppressing Lenin's criticisms (Lenin thought him too rude and ignorant to take over. Lenin wanted instead for Trotsky to succeed him) by the late 1920s, he was the unchallenged leader of the Soviet Union. He remained general secretary until his death from a stroke in 1953. Stalin ruled with an iron fist that resulted in the rapid transformation of the USSR from an agrarian society into an industrial power. However, the economic changes coincided with the imprisonment of millions of people in Soviet gulags and denunciations, show trials a public executions. He also created the Soviet famine of 1932–1933, known as the Holodomor in Ukraine. Later, in a period that lasted from 1936–39, Stalin instituted a campaign against alleged enemies within his regime called the Great Purge, in which hundreds of thousands were executed. Major figures in the Communist Party, such as the old communists. He used the NKVD (later KGB) as a system of Terror against the population.

Leon Trotsky;

After leading a failed struggle of the Left Opposition against the policies and rise of Joseph Stalin in the 1920s and the increasing role of bureaucracy in the Soviet Union, Trotsky was successively removed from power in 1927, expelled from the Communist Party, and finally deported from the Soviet Union in 1929. Trotsky continued in exile in Mexico to oppose the Stalinist bureaucracy in the Soviet Union. An early advocate of Red Army intervention against European fascism] in the late 1930s, Trotsky opposed Stalin's non-aggression pact with Adolf Hitler. He was assassinated on Stalin's orders in Mexico, by Ramón Mercader, a Spanish-born Soviet agent in August 1940



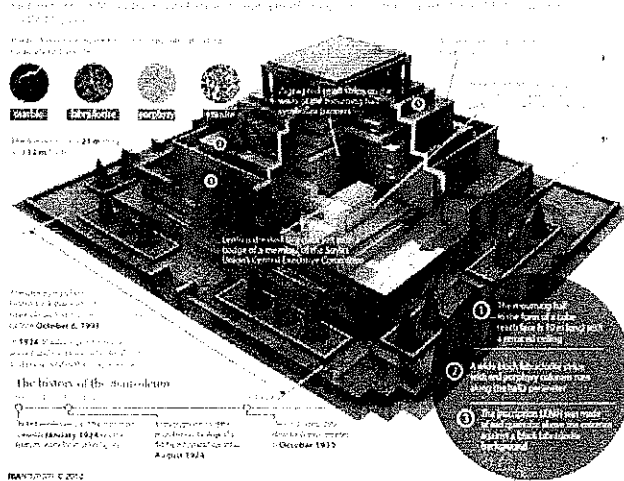
WORD of the day: **Kulak:** Rich peasant

Collectivization: Bringing all private farms into one big state owned farms. Private ownership was forbidden. Stalin collectivized but hated the kulak as he would be the one to resist collectivization as Kulaks had the most to lose. The pigs draw up plans for Animal Farm. Compare this to what Stalin did: (Taken from Wikipedia) The First Five-Year Plan, or 1st Five-Year Plan, of the Union of Soviet Socialist Republics (USSR) was a list of economic goals, created by Josef Stalin was implemented between 1928 and 1932. In 1929, Stalin edited the plan to include the creation of kolkhoz, collective farming systems that stretched over thousands of acres of land and had hundreds of peasants working on them. The creation of collective farms essentially destroyed the kulaks as a class, and also brought about the slaughter of millions of farm animals that these peasants would rather kill than give up to the gigantic farms. This disruption led to a famine.

Word of the day: **NKVD or KGB:** Created under Lenin, they were like the SS and Gestapo all rolled up into one crazy brutal machine of repression. They arrested, tortured and killed opponents of Stalin or communism in general. A remark or gesture that taken as a slight against the "boss" and would be taken away never seen again. You would be also punished or killed. kind of messed with



Vladimir Lenin's Mausoleum



NKVD secret killed
One was
you and family
Now I the

allegory at the beginning. Many see old Major as Karl Marx. He is the spirit of communism! However, I see him as Lenin and here is why: He dies and is immortalized as the father of the Revolution. Also, after Lenin dies they embalm his body. It is still on display 90 years later!!!!!!! Every year they bathe him in a "soup of formaldehyde, methanol and ethanol" Wikipedia

Word of the day: **Show Trials:**

SHOW TRIALS. During the 1930s, Stalin, a psychopathic nut job "purged" or killed most of his old supporters. He did this because of his distrust and his psychosis. However before he had them killed, he tortured them into admitting guilt for some bogus crime. Historians are up in arms about whether Stalin was just sadistic enough to do this or was it for a reason. Did he need create an unseen enemy? Taken from Wikipedia: All of the surviving members of the revolution were tried. By the end of the trial Stalin had arrested and executed almost every important living communist from the Revolution. Of 1,966 delegates to the party congress in 1934, 1,108 were arrested. Of 139 members of the Central Committee, 98 were arrested. Three out of five Soviet marshals (Alexander Ilyich Yegorov, Vasily Blyukher, Tukhachevsky) and several thousands of the Red Army officers were arrested or shot. The key defendant, Leon Trotsky, was living in exile abroad, but he still did not survive Stalin's desire to have him dead and was assassinated by a Soviet agent in Mexico in 1940.

The Holodomor



Ukrainians and the Holodomor. Here they are used for their brilliant work ethic and then killed. Over _____ million Ukrainians were

Starved in the most fertile land in Europe.

"Man is a wolf to man" is a quote from the Latin Homo homini lupus. It is the title of a memoir of a starry eyed communist who hated the imperialistic Tsar in Russia. He was a dedicated communist until he was imprisoned as a "traitor" in the Siberian gulag by the Stalinist regime .



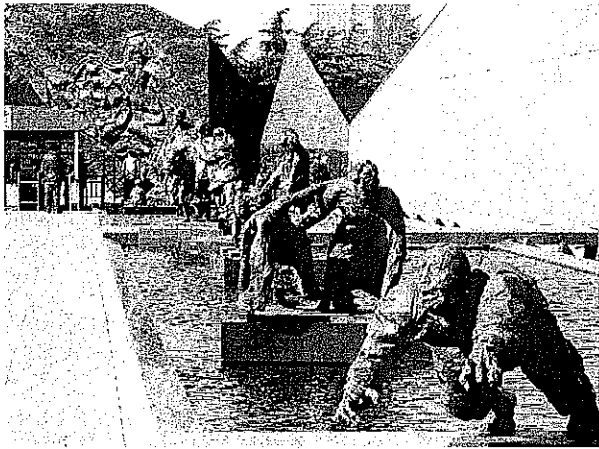
For further reading: The Gulag by Anne Applebaum and watch the video of the same name on Youtube: <https://www.youtube.com/watch?v=SlzApqzIP3Q>

Nanking

After WWII the Japanese government was also tried for war crimes. 11 countries sent Judges including Canada and the perpetrators faced judgement of war crimes including Japans invasion of Manchuria in 1937. Although this is not considered a Genocide it is viewed as one of the most brutal occupations of the 20th century. One of the reasons for this brutality was the Japanese code of Bushido

武士道

This is from the Bushido idea of suicide: In the world of the warrior, seppuku was a deed of bravery that was admirable in a samurai who knew he was defeated, disgraced, or mortally wounded. It meant that he could end his days with his transgressions wiped away and with his reputation not merely intact but actually enhanced. The cutting of the abdomen released the samurai's spirit in the most dramatic fashion, but it was an extremely painful and unpleasant way to die, and sometimes the samurai who was performing the act asked a loyal comrade to cut off his head at the moment of agony.



In December of 1937, the Japanese Imperial Army marched into China's capital city of Nanking and proceeded to murder 300,000 out of 600,000 civilians and soldiers in the city. The six weeks of carnage would become known as the Rape of Nanking and represented the single worst atrocity during the World War II era in either the European or Pacific theaters of war.

Their first concern was to eliminate any threat from the 90,000 Chinese soldiers who surrendered. To the Japanese, surrender was an unthinkable act of cowardice and the ultimate violation of the rigid code of military honor drilled into them from childhood onward. Thus

they looked upon Chinese POWs with utter contempt, viewing them as less than human, unworthy of life.

The elimination of the Chinese POWs began after they were transported by trucks to remote locations on the outskirts of Nanking. As soon as they were assembled, the savagery began, with young Japanese soldiers encouraged by their superiors to inflict maximum pain and suffering upon individual POWs as a way of toughening themselves up for future battles, and also to eradicate any civilized notions of mercy. Filmed footage and still photographs taken by the Japanese themselves document the brutality. Smiling soldiers can be seen conducting bayonet practice on live prisoners, decapitating them and displaying severed heads as souvenirs, and proudly standing among mutilated corpses. Some of the Chinese POWs were simply mowed down by machine-gun fire while others were tied-up, soaked with gasoline and burned alive.

After the destruction of the POWs, the soldiers turned their attention to the women of Nanking and an outright animalistic hunt ensued. Old women over the age of 70 as well as little girls under the age of 8 were dragged off to be sexually abused. More than 20,000 females (with some estimates as high as 80,000) were gang-raped by Japanese soldiers, then stabbed to death with bayonets or shot so they could never bear witness.

Pregnant women were not spared. In several instances, they were raped, then had their bellies slit open and the fetuses torn out. Sometimes, after storming into a house and encountering a whole family, the Japanese forced Chinese men to rape their own daughters, sons to rape their mothers, and brothers their sisters, while the rest of the family was made to watch.

Throughout the city of Nanking, random acts of murder occurred as soldiers frequently fired their rifles into panicked crowds of civilians, killing indiscriminately. Other soldiers killed shopkeepers, looted their stores, then set the buildings on fire after locking people of all ages inside. They took pleasure in the extraordinary suffering that ensued as the people desperately tried to escape the flames by climbing onto rooftops or leaping down onto the street.

Those who were not killed on the spot were taken to the outskirts of the city and forced to dig their own graves, large rectangular pits that would be filled with decapitated corpses resulting from killing contests the Japanese held among themselves. Other times, the Japanese forced the Chinese to bury each other alive in the dirt.

To pacify the population during the long occupation, highly addictive narcotics, including opium and heroin, were distributed by Japanese soldiers to the people of Nanking, regardless of age. An estimated 50,000 persons became addicted to heroin while many others lost themselves in the city's opium dens.

In addition, the notorious Comfort Women system was introduced which forced young Chinese women to become slave-prostitutes, existing solely for the sexual pleasure of Japanese soldiers.

Remarkably, most people in the west were occupied with Hitler's growing European aggression. Moreover, the reports coming out of Nanking were to upsetting or sensational to believe. However, eyewitness reports by Japanese military correspondents concerning the sufferings of the people of Nanking also appeared. They reflected a mentality in which the brutal dominance of subjugated or so-called inferior peoples was considered just. Incredibly, one paper, the *Japan Advertiser*, actually published a running count of the heads severed by two officers involved in a decapitation contest, as if it was some kind of a sporting match.

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Nazism, Fascism and Militarism represent some of the worst crimes the world has ever seen. Trials, camps, film and photographs and eyewitness testimony have shocked the world. Canadians fought through the Second World War to fight this evil. However, as we have seen, Stalin's USSR could be as brutal a regime. No trials have ever occurred here. With the exception of Cambodia, no court has prosecuted the perpetrators of a communist regime. Although the USSR was our main adversary in the COLD WAR, we fought alongside "Uncle Joe" during the Second World War.....

Counting the Bodies

The 1999 *Black Book of Communism*—a highly respected work published by Harvard University Press—attempted the thankless task of tabulating the total communist death toll in the twentieth century. It came up with a figure approaching a hundred million.² Here is the general breakdown:

- U.S.S.R.: 20 million
- China: 65 million
- Vietnam: 1 million
- North Korea: 2 million
- Cambodia: 2 million deaths
- Eastern Europe: 1 million
- Latin America: 150,000
- Africa: 1.7 million
- Afghanistan: 1.5 million

The international communist movement and Communist parties not in power: about 10,000

The Price of the "Worker's Paradise" Communism 100 years

Although probably high, the numbers to the left are some experts estimates of the death toll created by Communism in the last 100 years. Others point to a lower number, i.e. China: 30,000,000. Regardless, Communism is the 2nd largest Genocide or Democide. Only Gendercide exceeds these stats.....

China

Mao Tse Tung or Mao Zedong



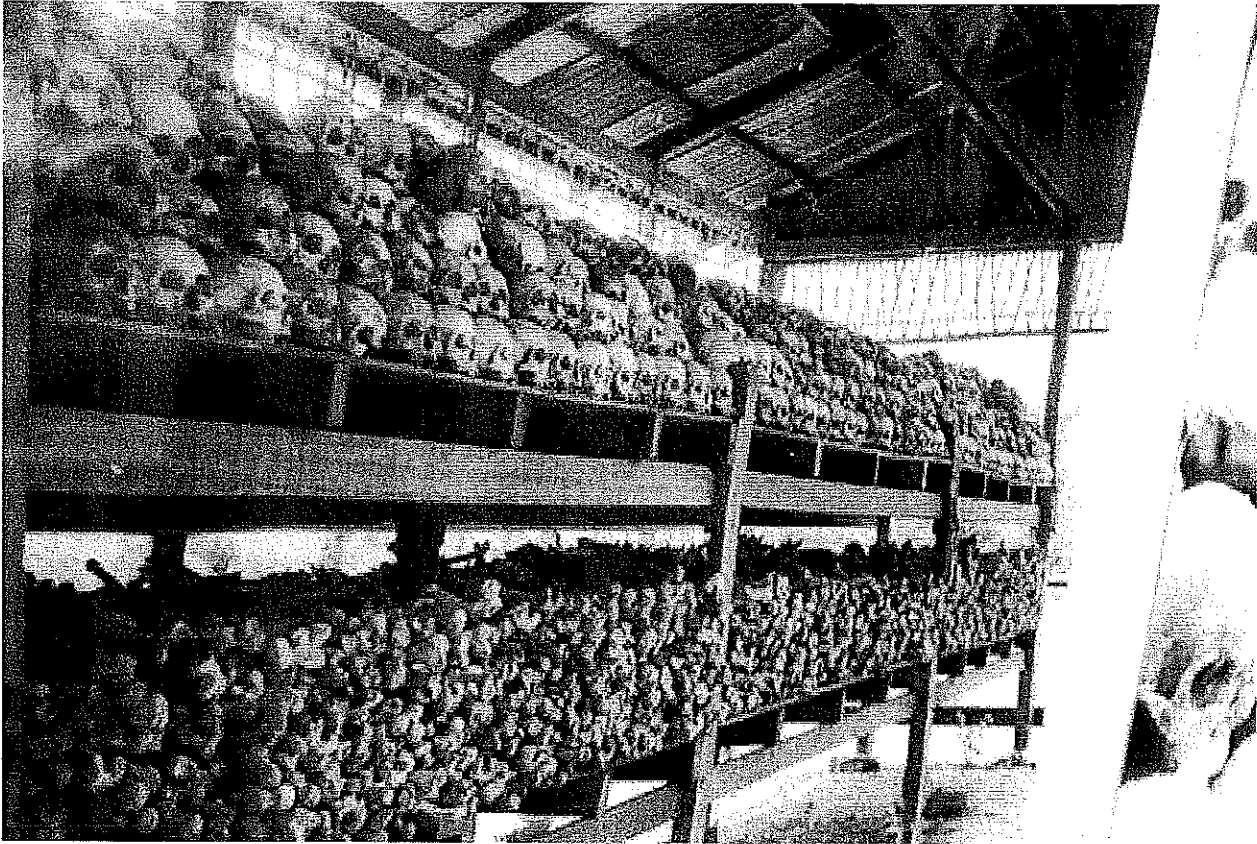
Mao was a poet, rich farmer turned revolutionary who steered China into the modern age. He doubled the population from 500 million to 900 million he raised the poverty levels of the country as well as the status of Women. However critics, including many historians, have characterized him as a dictator whose administration oversaw systematic human rights abuses, and whose rule is estimated to have contributed to the deaths of 40–70 million people through starvation, forced labour and executions. In 1957 he began the “Great Leap Forward” which was his attempt to transform China

into an industrial power. This led to the worst famine in human history (20 – 45 million). In 1966 he launched the “Cultural Revolution” that purged Communist society of “counter-revolutionary” people. He is the perpetrator of the worst incidence of democide in human history.

Even today, dissent is not tolerated...Google left China after it did not allow the search engine Giant to “Google certain topics” (i.e.) Tiananmen Square 1989. And now: Recently discovered camps in China: Up to 1.5 million “re-education camps” for the Uighur Muslim minority in China. Kids are separated from their parents in what the Chinese claim is to combat terrorism. Also this summer, you witnessed the government crackdown in Taiwan.



Cambodia: Pol Pot and the Khmer Rouge



Cambodia: Clearing out the cities.... An agricultural paradise. Although he was a student of both Stalin and Mao, **Pol Pot** tried to create an "Agrarian socialist society" by forcing everyone out of the city to work in collective farms.

"The combined effects of executions, forced labour, malnutrition, and poor medical care caused the deaths of approximately 1.5 to 2 million people. That is one quarter - 25 % of the Cambodian population."

All in the name of collectivization and communism



Interested in watching an amazing film about this? Watch "The Killing Fields"

North Korea

Known as one of the most repressive “Stalinist Dictatorships” in the world, the country is a closed environment. Military is the priority. With over 1/3 of the population involved in the military in some way. It has the 4th largest army in the world. But it is last in health care spending per person.

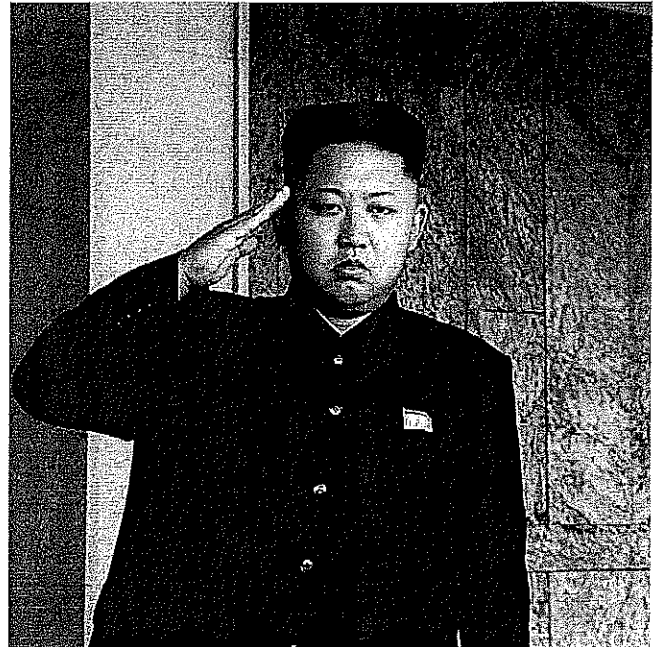
NK society is ranked by loyalty:

SONGBUN is a system where the loyalty to the KIM dynasty determines the families’ status (going back 3 generations). Food, opportunities and status are determined by this. Media is extremely controlled including You Tube. Even though there is a thriving black market for **K POP!**

Leaders:

Kim il-sung

>>>>> **Kim Jong-il**



>>>>>> **Kim Jong Un** (Marshall of the Republic)

Kim is reportedly socially awkward. He loves the NBA, Beatles and Jean Claude Van Damme. Reportedly he has had many killed including his half-brother. Kim had Uncle Killed and his entire family including grandchildren. His regime is responsible for concentration camps, oppression, torture and murder. Many would like to see him tried for Crimes against humanity.

What is North Korean society like? Google this with your phones. Write down notes that seem interesting? Shocking? Bizarre?

RWANDA

After Germany lost WWI it had to give up its Colony of Rwanda to Belgium. The Belgians helped to fuel anger in this small African Nation.

There were 2 “ethnic groups” in Rwanda:

HUTUS Dark skinned; traditionally discriminated against.

TUTSIS Lighter skinned; traditional rulers of Rwanda. Yet the *Interahamwe* made up of mostly Hutu began attacking the Tutsis and moderate Hutu after the HUTU PM's plane was shot down in April of 1994.

Ethnic tensions exploded in the 1994 **Rwandan Genocide that resulted in 800,000 dead over 100 days**, 20% of the country's total population.

Also 500,000 women and girls were raped. “Reportedly, 70% of all sexual assault victims in the Rwandan genocide are infected with HIV AIDS.



suffered from PTSD. He is currently a Canadian Senator.

UN peacekeepers with a shoe sting force were left to try to keep the peace. The Man in charge was Canada's own **ROMEO DELAIRE**. He did his best to protect innocents. However, he



Bosnia.

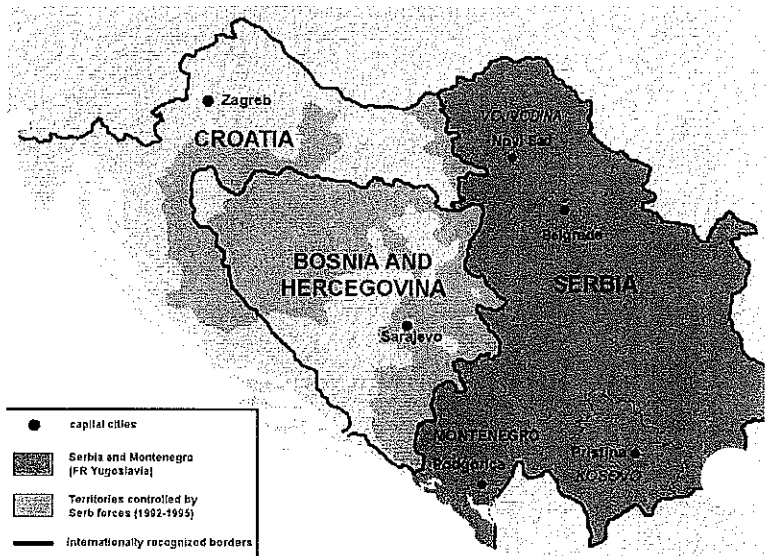
The Former Yugoslavia is one of most complex genocides of the 20th century. It involves a new word: "ETHNIC CLEANSING"

After the fall of Communism in 1989, the ethnic and religious tensions exploded in this tiny Balkan country. Tensions between the:

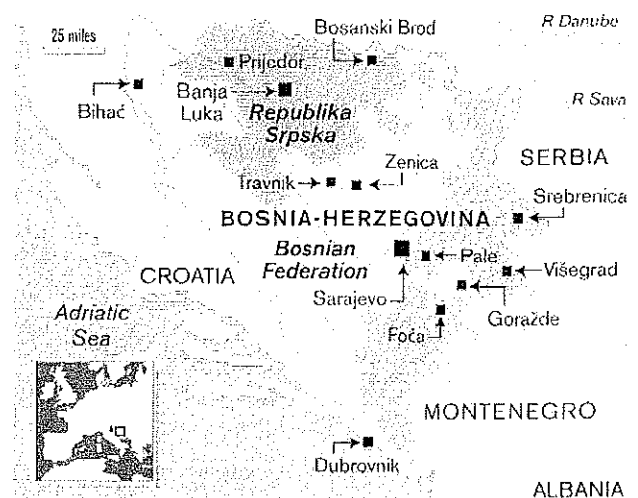
- Catholics Croats (tension from their role in helping to deport Serbs in WWII)
- Orthodox Serbs
- Muslims Bosniaks in Bosnia and Kosovars in Kosovo

A "Civil War" Lasted 8 years: 1991 – 1999 . However, Serbian backed forces (the Army of Srpska) wanted to cleanse what they thought was Serbian land. This led to the largest act of Genocide since WWII: **Srebrenica**

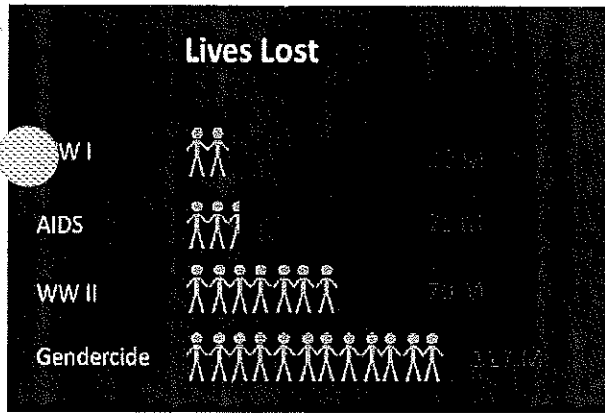
- Took 100,000 lives
- All sides suffered
- Sarajevo under siege
- 1,000, 000 Muslim and Croats displaced
- Over 8000 Bosniaks (Muslims) are killed at Srebrenica



Nobel peace laureate Elie Wiesel urged a strong punishment for former Bosnian Serb leader Biljana Plavsic, telling the U.N. war crimes tribunal at The Hague that the sentence will set a standard for centuries. "If all the pain and suffering of all the victims were to be placed on one set of scales, how many years of prison would it take on the other to achieve justice?" the Nazi death camp survivor asked. Plavsic has pleaded guilty to persecuting Muslims and Croats during Bosnia-Herzegovina's 1992-95 war. (London Times)



See You Tube: A CRY FROM THE GRAVE
<https://www.youtube.com/watch?v=X-DUsQykiUM>



GENDERCIDE

This is the biggest Genocide in our history period...yet it has only been recently added to the course.

Violence against women takes many forms. We will focus on various categories of Gender violence. We will study the following:

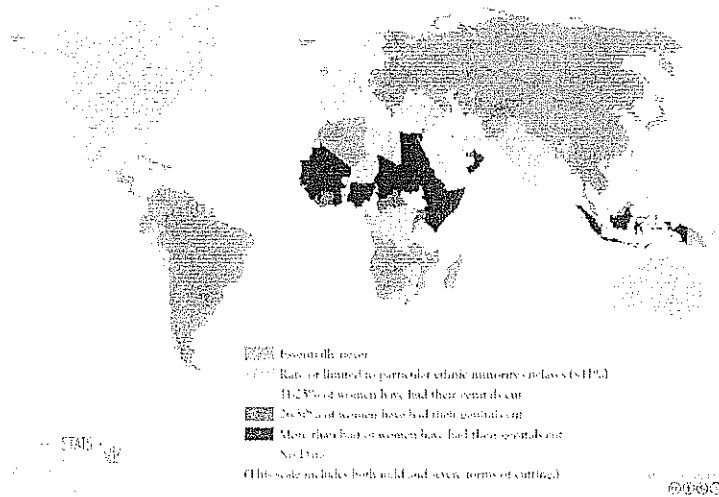
Infanticide/Feticide	Abortion or killing of a baby/child because it is female
Rape	Forcing sex
FGM	One of the most brutal forms. Mutilating female genitalia. There are 4 types: Clitoridectomy, excision, infibulation and other forms that include scraping/cauterizing/piercing the genital area
Acid Attacks	Acid is thrown onto the face of a woman deemed, "proud" or rejects advances of a man
Menstrual huts	In some countries, a woman's period is thought to be unclean and "bad for the house." She is sent into the hills into dangerous huts to wait out her menstrual period.
Honor Killing	If a female is thought to have strayed from the family expectations, she is killed by members of her own family.

Julianna Posavad, Sarah Kitching and Jasmine Tandan have inspired much of the research for this unit.

Please watch the following clip on You Tube: **It's a Girl**

<https://www.youtube.com/watch?v=ISme5-9orR0>

Prevalence of Female Genital Cutting
Sokal 2011



Statistics gathered over the last decade suggest:

75% of girls in Niger are married before they turn 18

66% of girls in Bangladesh are married before they turn 18

55% of girls in Mali are married before they turn 18

48% of girls in Burkina Faso are married before they turn 18

Child marriage is on the rise in

Morocco: From 30,000 in 2008 - 35,000 in

2010; Predicted that 140 million underage girls will be married between 2011 and 2020.....50 million will be under the age of 15 (J Posavad)



India

2/10 women are raped and scarred for life
2/10 girls are killed before they hit puberty
5/10 are forced into marriages before age 18
(J Tandan)

According to the UN, sex ratios are about 102-106 boys are born to every 100 girls. In China this has been changing:

Year	Boys	Girls
1979	106	100
1988	111	100
2001	117	100
2005	120	100

Part 2 : Standing UP



You must understand that I did not become a resistance fighter, a smuggler of Jews, a defier of the SS and the Nazis, all at once. One's first steps are always small: I had begun by hiding food under a fence

— Irene Gut Opdyke —

AZ QUOTES



During a Genocide, we have learned that there were 3 types of people:
The resistor, bystander and perpetrator



Resistor *Those who fought actively*

Oskar Schindler was born in what is now the Czech Republic. He was unsuccessful in business and was unable to hold a job. He married Emilie when they both were young. In the 1930s he joined the Sudeten Nazi Party and passed on Czech secrets to Germany. When war broke out he took over an enamelware factory in Krakow/Cracow Poland. Because they were the cheapest labour, Schindler used ghettoized Jews. They had to have a work permit to go outside the ghetto to work in the factory. In 1943, everything changed ghettos like Krakow's were being liquidated. In charge of this Liquidation was Amon Goethe. He was also the Commandant of a near-by concentration camp Plaszov. Oskar befriended Goethe and arranged for his Jewish factory workers to leave the camp each day to work in the factory. As the war waged on, Goethe had orders to burn all bodies from the Ghetto liquidation and to send the rest of the prisoners to Auschwitz.

Objectivity in an Upstander

We often see injustice in others before we see it in ourselves or our group or country. You can judge others yet you sometimes you cannot see it in yourself or those you grew up with. Perhaps that is why we have denounced hate and injustice so fiercely in the last 50 years. Yet we have only recently concluded that Canada was responsible for a "Cultural Genocide" 2015. Why are Canadians so reluctant?

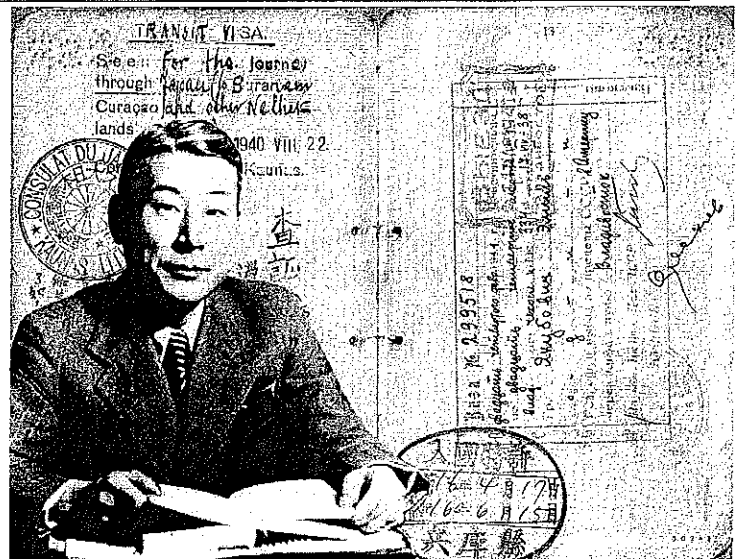
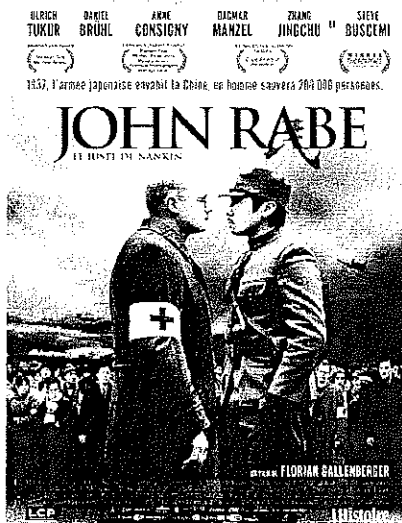
Let us look at 2 very interesting Men:

John Rabe: In Nanking. An extraordinary group of about 20 Americans and Europeans including John Rabe remaining in the city, composed of missionaries, doctors and businessmen, took it upon themselves to establish an International Safety Zone. Using Red Cross flags, they brazenly declared a 2.5 square-mile area in the middle of the city off limits to the Japanese. On numerous occasions, they also risked their lives by personally intervening to prevent the execution of Chinese men or the rape of women and young girls. These Westerners became the unsung heroes of Nanking, working day and night to the point of exhaustion to aid the Chinese. They also wrote down their impressions of the daily scenes they witnessed, with one describing Nanking as "hell on earth." Another wrote of the Japanese soldiers: "I did not imagine that such cruel people existed in the modern world." About 300,000 Chinese civilians took refuge inside their Safety Zone. Almost all of the people who did not make it into the Zone during the Rape of Nanking ultimately perished. Copyright © 2000 The History Place™

Sempo Sugihara:

Worked for the Empire of Japan in Lithuania.

This man went against orders and issued visas to 1000's of Jews seeking to escape Nazi persecution. After Japan recalled him, he continued to issue visas while he boarded the train and through the window of the train car. As the train left the station, Sempo simply through his stamp out into the crowd....



Discussion Point:

Would John Rabe and Sempo Sugihara have fought for Jews and the Chinese in their own countries?

Upstanders and Dissidents

The Upstander

Sophie Schoell and the White Rose

Resistant to the Nazi

ideology from a young age, Sophie Scholl resisted the regime by forming an anti-Nazi organization called "the White Rose." Sophie along with her brother, boyfriend, school mates and a professor from the University of Munich sought to challenge the Nazi doctrines on race and war by publishing a leaflet and distributing it in public. Sophie and her brother were caught and the group was executed in 1943.



The White Rose Memorial on the cobblestones of Munich is a stark reminder to Germans of the power of the resisters.

Someone who "lives in truth," who pledges to speak out against the injustices of their society regardless of the consequences to themselves. Below are two examples of upstanders. They are

considered **DISIDENTS**

Definition:

VACLAV HAVEL



- Born into privilege, Vaclav and his family soon became enemies of the new repressive Communist regime in Czechoslovakia in 1948.
- Havel was denied an education but became a world-famous playwright
- Because of his conflicts with the regime, he was imprisoned for 4 years.
- Given the choice between exile in NYC and prison, Havel chose Prison.
- In 1989, he became President of the newly democratic Czechoslovakia

Aung San Suu Kyi



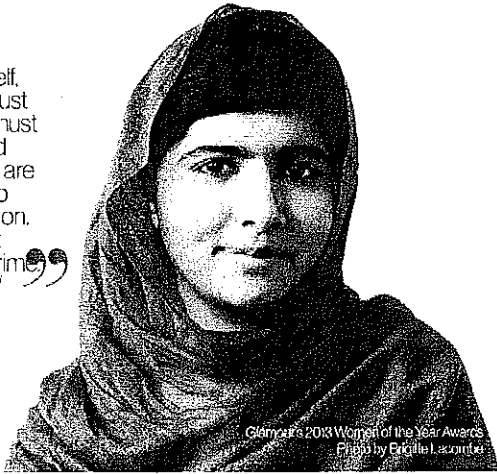
- 4 months before Havel would become President, Suu Kyi began a series of imprisonments and house arrests for trying to bring democracy to Burma.
- Aung San Suu Kyi's father was killed after he negotiated the deal to win Burmese independence from Britain. She was educated in the West and married an academic on Buddhist affairs, Michael Aris in Oxford.
- Suu Kyi went back to fight for democratic ideals and for her people. She was then arrested. Even though her husband was very sick, the Burmese authorities did not allow him into the country and she dared not leave for fear of not being allowed in. She last saw him in 1995. He died in 1999. She could only see her children sporadically.
- She won the Nobel Peace Prize

Yet many are wondering about Suu Kyi. Should she get her Nobel Prize taken away? Now as the leader of the Burmese Government, Aung San Suu Kyi is coming under fire for her complicity in the “Rohingya genocide”

<https://globalnews.ca/news/3872674/ethnic-cleansing-against-rohingya-in-myanmar-should-be-classified-genocide-scholar/>

World leaders including Nobel Prize winner, Malala Yousafzai has condemned Burma for the ethnic cleansing of the Muslim (Rohingya) minority.

“I said to myself, Malala, you must be brave. You must not be afraid of anyone. You are only trying to get an education. You are not committing a crime.”
-Malala Yousafzai



GLAMOUR
#MalalaWotY

Glamour's 2013 Women of the Year Awards
Photo by Erik L. Ljung

Inquiry based....LEADING UPSTANDERS

Students are to research and present to the class a famous Upstander. Outline their motivation and reason for their resistance. Make sure you judge the effect of their actions. Schindler is done for you. Feel free to ask your peers about their views of the effectiveness of their actions.

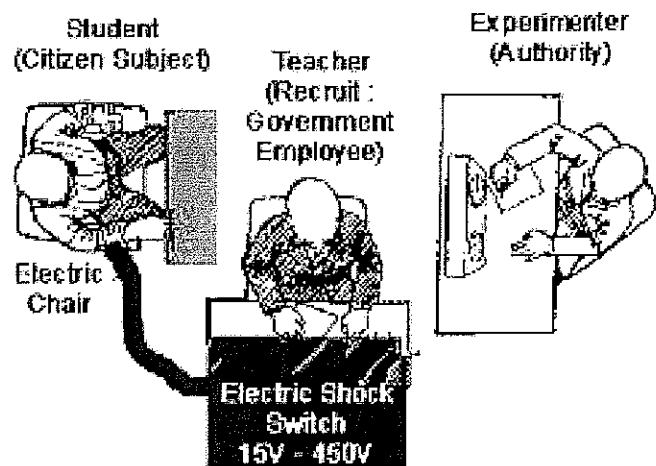
NAME	Biography/ Role/Motivation	Effect
Oskar Schindler	<ul style="list-style-type: none"> After many failed business attempts, OS took over an enamelware factory in Krakow. Using Jewish slave labour he managed to bribe and buy his way in order to save over 1000 Jews during the Holocaust. 	<ul style="list-style-type: none"> Although only 3000 Jews live in Poland today, there are over 6000 descendants of Schindler Jews alive today....
The White Rose		
Malcolm X		
Rosa Parks		

Gandhi		
Malala Yousef		
Nelson Mandela		
Father Ponchaud		
Le Chamblon- sur-Lignon		
Lech Walesa		
Irena Sendler		
Harvey Milk		
Romeo Delaire		
Maximilian Kolbe		
Other?		

MILGRAM

In the famous “Milgram Experiment”, Stanley Milgram tried to show how people in general behave when encountering authority. How much do authority figures influence our decisions? This controversial experiment tried to see how far someone would go if told to administer electric shock to those “learners” who made a mistake. The results that he says help to explain the Holocaust were shocking (no pun intended):

- **65 percent (26 of 40) of experiment participants administered the experiment's final massive 450-volt shock!**



ZIMBARDO

After dividing 24 students into “prisoners and guards”. Order soon broke down in the classic experiment by Zimbardo during the 1970’s called the “Stanford Prison Experiment.” Zimbardo wanted to study how we behave as both prisoner and guard. Prisoners were humiliated, emasculated, with dressing gowns with no underwear. They had to wear skull caps to simulate shaved heads. Guards were given sunglasses, and batons. The experiment had to be stopped. It showed the animal within. How does this explain the **Holocaust**? **Abu Ghraib?**

