

Curriculum for Political Science 900

International Cooperation in the 21<sup>st</sup> Century

**Genocide, Sovereignty, Humanitarian Intervention and Accountability**

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## **Introduction**

This is a small expandable unit designed for use in a political science class or history class. It may be integrated in a number of ways with other subject matters. As presently designed it may take a week to two to complete. If more time is allowed it may develop into an integrated unit of four to six weeks.

## **Goals**

- To have students become aware of and knowledgeable about various attempts at genocide throughout history.
- To have students analyze and compare world response to the attempted genocide(s) throughout history.
- To have students thoughtfully look at how and when the international community should step in to a sovereign state(s) for humanitarian reasons.

## **Objectives**

- Students will be able to define genocide and sovereignty.
- Students will be able to give a brief history of a case of genocide.
- Students will be able to use the library and Internet sources to gather primary and secondary sources on a genocidal incident.
- Students will be able to prove or disprove the incident is genocidal given the UN definition.
- Students will be able to argue for or against international humanitarian intervention into a sovereign state given the UN secretary general's plan for averting humanitarian crises.
- Students will be able to develop a presentation on the history of their chosen genocidal incident utilizing various technologies.

## **Prerequisites**

- Some knowledge of Internet use and power point software.

## Materials

- Reading on Secretary General's plan on averting humanitarian crisis from *The Futurist*. July – August 2004. Page 13 -14.
- Reading on UN Genocide Convention 1948.  
<http://www.ess.uwe.ac.uk/genocide/gendef.htm>
- Possible movies to include if class time permits include *Discovering Dominga*, *The Killing Fields*, *Schindler's List*, *The Red Masters, Vol. 3: Pol Pot - A Man of Genocide (2002) etc.*
- Possible web sites include:  
[http://www.pbs.org/frontlineworld/educators/history\\_cambodia.html/](http://www.pbs.org/frontlineworld/educators/history_cambodia.html/)  
<http://www.fcit.usf.edu/holocaust/arts/lit.htm>  
[http://www.crf-usa.org/bria/bria12\\_3.html#court](http://www.crf-usa.org/bria/bria12_3.html#court)  
<http://www.thegateway.org/>  
<http://www.policylibrary.com/humanitarianintervention/>
- Computers and internet access
- Possible novels or other readings for longer unit: *We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda* by [Philip Gourevitch](#), *Zolata's Diary, Night, I Rigoberto Menchu: An Indian Women in Guatemala*, *The History and Sociology of Genocide: Analyses and Case Studies* by [Frank Chalk](#), [Kurt Jonassohn](#), etc.
- Dictionaries

## Lesson Procedure

Day One: Do a KWL on genocide. (10 to 15 minutes) Hand out Genocide Convention definition and have students read. (10 min) Return to KWL chart and compare and discuss (10 min). Look up genocide in dictionary. Raise question on how genocide may be prevented.

Day Two: Review (5min) Discuss and define sovereignty, look it up in dictionary. Discuss when a sovereign state gives up right to rule. Return to definition of genocide. When is rule forfeited? (15 min) Read article on preventing genocide. Discuss humanitarian interventions and types of interventions (20 min). Solicit from students different examples of genocide (10 min.).

Day Three: Review ideas of genocide, sovereignty and humanitarian intervention (10min.). Go over list of possible examples of genocide. Form students into groups of two or three to investigate the genocide and to report and present on it. See attached sheet. Students will be given rest of time to organize their groups' responsibilities and to begin investigation.

Day Four, Five and Six: Students will continue to work on researching, writing and preparing for their presentations.

Day Seven and Eight: Student groups will give their oral and power point presentations to the rest of the class.

### **Follow up lessons/ activities/ extensions/ integrations**

- Extend paper into full-blown research paper with English teacher colleague with whom students are shared.
- Incorporate novels or memoirs (some listed above) of the events as part of the integration with the English teacher.
- View documentaries and feature films dealing with the events (some listed above).
- Visit the Black Holocaust Museum in Milwaukee.
- Bring in guest speakers who know of these events firsthand.

### **Assessment and Evaluation**

- A three to five page paper on one genocidal event incorporating what has been discussed in class. This will be graded on a rubric.
- Presentation to class on the students' chosen/assigned genocidal event.

## State Standards

### Geography

- A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

### History

- B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion
- B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments
- B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war
- B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved
- B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world
- B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

### Political Science and Citizenship

- C.12.12 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement
- C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust

## **Genocide, Sovereignty, Humanitarian Intervention, and Accountability**

Students will choose or be assigned one of these possible genocidal cases

Cambodia	American Indians	Guatemala	Armenia	Holocaust
Rwanda	Kosovo	Sudan	Australia	Burundi

There may be others that we find or investigate.

### **Questions or Issues to be addressed in Presentation and Paper**

1. Prove or disprove that the event you investigated was an act of genocide as defined by the UN in Article II of the 1948 Genocide Convention.
2. Describe briefly the history of your event and what happened. Include where, when, why, how, and who.
3. Describe what the international community did if anything about the event. What reasons are given for upholding sovereignty or breaking it?
4. Describe who if anyone has been held accountable. What was the procedure to hold people accountable and what was the outcome if any.
5. Do you feel this could have been prevented? Why or why not? Follow the guidelines laid out by the UN Secretary General.

This should be an individual three to five page paper as well as a group power point presentation highlighting the main events and outcomes.

**Rubric for Paper – Genocide, Sovereignty, Humanitarian Intervention, and Accountability**

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Logic/Argument</b>	None No argument given to prove genocide	Argument given. One or two secondary sources used.	Argument given. One or two secondary and primary sources used	Good argument made using two or three secondary and primary sources	Well thought out argument backed by 3 or 4 primary and secondary sources
<b>Historical Overview</b>	Little or none given	Minimal overview of events, people and outcomes. Many things missing	Satisfactory overview of events, people and outcomes. Some things missing	Good overview of events, people and outcomes. Few things missing	Well-developed and excellent overview of events, people and outcomes given. Covers all points well
<b>Opinion</b>	None given or not related to UN Secretary General	Opinion stated but only one or two points related to statement by UN Secretary General	Opinion stated and supported by two or three statements by the UN Secretary General	Opinion directly related to four or five statements by the UN Secretary General	Well thought out opinion. Addressing all aspects of statement by the UN Secretary General
<b>Presentation</b>	None. Not typed. No works cited. Many errors	Poor. One or two works cited. Works not cited correctly. Some errors in spelling and grammar that make understanding difficult.	Satisfactory. Typed. Some works cited. Some errors in grammar and spelling.	Good. Typed well and sources mostly cited correctly with few and minor grammatical and spelling errors.	Excellent. Paper typed well and all sources properly cited. All grammar and spelling correct