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# **CGH38M**

**Evaluation Profile and Outline**

**2019/2020**

**Genocide: Historical & Contemporary Implications**

**Social Sciences Department**

## Earl Haig

SecondarySchool

**Course Description/Rationale/Overview:** This course investigates examples of genocide in the twentieth and twenty-first centuries, including the Holocaust, Armenia, and Rwanda. Students will investigate the terms genocide, crimes against humanity, and war crimes and explore them through the lens of historical analysis. Students will examine identity formation and how "in groups" and "out groups" are created, including an analysis of how bias, stereotypes, prejudice, and discrimination impact on various groups. Throughout the course, students will gain an understanding of the role of perpetrator, victim, bystander, rescuer, opportunist, and resister.

**Class Requirements:** Students should have materials specified by the subject teacher at the beginning of the year.

There is no textbook for this course. Selected readings from various sources have been chosen to enhance the students’ understanding of the course.

**Assessment and Evaluation Strategies**

Students will also be expected to complete assessment activities of a formative nature in order to learn and to practice the specific expectations that will compose the summative evaluations. Examples of formative assessment may include homework checks, quizzes, peer assessment, presentations, reflection writing, role-play scenarios and observation.

Each unit or strand of the course will be evaluated using summative evaluations. Examples of summative evaluations are tests, case studies, interviews, reports, presentations, seminars, debates, research and other writing assignments.

**Late and/or Missed Evaluation**

##### Late Assignments

For each assignment, the teacher will inform students of the due date and the ultimate deadline. The ultimate deadline is the last opportunity for students to submit an assignment for evaluation. If an assignment is submitted after the ultimate deadline, it will not be evaluated and a mark of zero will be assigned. In certain circumstances, the student may be granted an extension of the ultimate deadline at the teacher’s discretion, only if an arrangement has been made with the teacher beforehand.

**Missed Tests**

It is the student’s responsibility to make arrangements, ahead of time, for any tests/quizzes that are missed. If a student misses a test/quiz for an unforeseen reason such as illness, the student must bring a note signed by a parent or guardian and be prepared to write the test/quiz immediately upon return to school at a time determined by the teacher. Once the tests/quizzes have been evaluated and returned, students will not be able to make up a missed test - a mark of zero will be assigned.

**Subject-Specific/Department Information**

Teachers in the Social Sciences Department can be reached at (416) 395-3210, ext. 20075 or 20085. Parents wishing to meet with a teacher are requested to make an appointment with the teacher prior to coming to the school.

**Learning Skills\***

**Responsibility** – meets deadlines; takes responsibility for own behaviour

**Organization** – establishes priorities and manages time; uses information, technology and resources top complete tasks time management

**Independent Work** – follows instruction with minimal supervision; uses class time appropriately to complete tasks

**Collaboration** – accepts an equitable share of work in a group; builds healthy peer relationships; works with others to achieve group goals

**Initiative** – looks for opportunities for learning; demonstrates curiosity; approaches new tasks with a positive attitude

**Self-regulation** – sets own goals and monitors own progress; seeks assistance with needed; makes an effort with responding to challenges

###### Final Mark

The final mark for this course will be determined based upon an accumulation of marks from unit summative activities and from a final summative evaluation

**Year’s Work 70%**

This is a culmination of evaluations that have been completed throughout the year. It may include tests, presentations, research, or topic specific assignments.

**Final Summative Evaluation 30%**

The summative activity for this course will be comprised of an assignment (15%) and a comprehensive final exam based on concepts and themes presented in the course (15%).

**Achievement Categories and Weighting**

* **Knowledge / Understanding – 20%**

Knowledge of facts and terms; understanding of concepts, principles, guidelines and strategies; understanding of relationships among concepts.

* **Application – 30%**

Synthesizing knowledge and understanding into new and familiar contexts as well as making connections between various contexts.

* **Thinking – 30%**

Formulating questions; planning, selecting strategies and resources; analyzing and interpreting information, and forming conclusions.

* **Communication – 20%**

Communication of information and ideas, communication for different audiences, use of various forms of communication.

\*From: Ontario Ministry of Education. *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto: Ministry of Education, 2010, 11.

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**Course Outline:**

**Unit 1: Introduction- The Development of the Modern Concept of Genocide**

This unit will explore the historical roots of genocidal actions throughout the modern age, culminating in the development and recognition of the term genocide as it stands apart from other forms of mass murder. Also examined will be the psychology of group behavior which allows for governments to pursue deliberate actions of genocide. Stanton’s “Ten Steps to Genocide” will be studied in depth and then applied to various genocidal actions.

**Unit 2: The Armenian Genocide of 1915**

This unit will examine the first modern (20th century) genocide and its connections and impacts on further genocidal actions of the 20th and 21st centuries. This unit will also examine the denial by governments responsible, and its further implications on the world political stage. Stanton’s steps to genocide will be applied in this unit.

**Unit 3: The Holocaust 1938-1945**

Perhaps the most infamous of genocidal actions of the 20th century, this unit will examine in depth the history of Anti-Semitism in Europe, with the lead-up to the extremism of Nazi Germany. Of particular importance is the understanding of how the government of a single country could eliminate 12 million people (6 million Jews, and 6 million other ethnic, religious and political minorities) in full sight of the rest of the world.

**Unit 4: Genocidal Actions of the Late 20th Century and Early 21st Century.**

This unit will examine post WWII genocidal actions in various parts of the world such as the Cambodian Genocide of the 1970s, Rwanda in the 1990s, the “ethnic cleansing” of Bosnia and Kosovo after the fall of the Soviet Union, and Darfur. We will examine the similarities, connections and differences of these genocidal actions to the Armenian Genocide and the Holocaust.