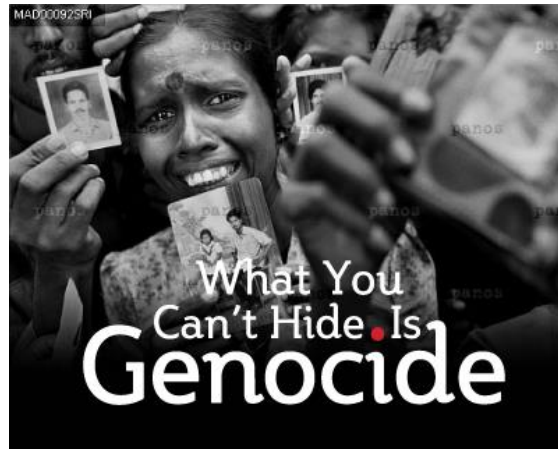


Can the World Resolve the Problem of Genocide?



Overview:

In 1944 Raphael Lemkin, a Polish-Jewish legal scholar, created the term “genocide.” The term has come to be defined as acts committed with the intent to destroy, in whole or part, a national, ethnic, racial, or religious group. Following the Holocaust, the world has faced the difficult task of identifying acts of genocide and resolving this terrible atrocity.

Documents:

Document A: The Concept of Genocide

Document B: Early International Response to Genocide

Document C: Political Cartoon on International Response to Genocide

Document D: Attempts to Address the Problem of Genocide

Document E: Universal Declaration of Human Rights

Document F: Political Cartoon on International Response to Genocide in Darfur

Document G: Rwanda Classification Pictures

Document H: Rwanda Tutsi Passport

Hook Exercise: Genocide

Directions: It is important to understand that genocides do not simply happen. In order to prevent future genocides, one must understand the warning signs. With your partner, discuss the following scenarios and how our community might respond to each.

Scenario 1: All Eisenhower students will be classified according to skin color and family income.
How do you feel about this? How do you think our community would respond to this policy?

Scenario 2: All Eisenhower students will have symbols added to their IDs. These symbols will represent the students' skin colors and family incomes.
How do you feel about this? How do you think our community would respond to this policy?

Scenario 3: Eisenhower students of a particular skin color or low income bracket will be identified on the morning announcements as “dirty dogs”. Other students will be encouraged to ridicule and bully them.
How do you feel about this? How do you think our community would respond to this policy?

Can the World Resolve the Problem of Genocide?

A conference during 2007 in the Canadian city of Montreal had been discussing ways to prevent genocide. BBC world affairs correspondent Mark Doyle, attended the meeting, and asked whether this can be done.

The 75-year-old woman sat on stage in front of hundreds of United Nations officials, legal experts and academics. The day before, Marika Nene had travelled from Hungary to Canada - the first plane she had ever taken on her first journey outside Hungary. She was not intimidated by the gathering. Her long hair was lit up by a stage light and her facial features were strong. But the strongest thing about Marika Nene, a Roma - or Gypsy - woman who was trapped in the anti-Gypsy massacres during World War II, was her determination to tell her story.

"I had no choice. I had to give myself up to the soldiers," Marika Nene said through a translator. I was a very pretty little gypsy woman and of course the soldiers took me very often to the room with a bed in it where they violated me. I still have nightmares about it". Many members of Marika Nene's Roma family died in the work camps and the ghettos.

But there was something especially extraordinary about the elderly Roma who had transported herself from a village in eastern Hungary into the glare of an international conference in one of the most modern cities in the world. Six million Jews or one million Tutsis are just numbers. But this strong Roma woman was a human being who was not ashamed to tell her story.

The general aim of the Montreal conference was to build pressure on politicians to take mass killings - even in far-off places about which we know little and sometimes care less - far more seriously.

If that sounds like a fuzzy and vague ambition, Canadian Gen Romeo Dallaire, who commanded a UN peacekeeping force in Rwanda during the 1994 genocide, begged to differ. Gen Dallaire led a force in

Rwanda which was betrayed by UN headquarters in New York - his mission was starved of resources and so forced to observe genocide rather than stop it.

Since that failed mission, he has made a career out of lobbying politicians to do better on issues like peacekeeping, abolishing the use of child soldiers and nuclear disarmament. "This conference is aimed especially at young people," said Gen Dallaire from a hotel surrounded by the campus buildings of McGill University, which organised the conference. "If these young people became politically active," he continued, "they could dictate a whole new concept of what national interest should be and what humanity should be."



What is genocide?

The legal definition of genocide is contained in the 1948 Genocide convention. In simple terms, it is the intentional, collective destruction of an entire human group based on national, racial, religious or ethnic identity.

There are similarities with genocides that have occurred across the world.

The lists prepared by the Hutu extremists in Rwanda, for example, were mirrored by the obsessive recording of the details of victims by the Khmer Rouge in Cambodia. The yellow identity stars Jews were forced to wear in World War II were the equivalent of the ethnic identity cards every Rwandan had to carry.

It seems that resolving dramatic human rights abuses may require some of the diplomacy and the "international good will" that flowed so freely in Montreal.

Examine the documents that follow and answer the question:

Can the world resolve the problem of genocide?

Background Essay Questions: Genocide

1. What was the purpose of the Montreal conference held in 2007?
2. Why were Gen. Romeo Dallaire's forces in Rwanda?
3. Why weren't Gen. Dallaire and his UN forces able to stop the genocide in Rwanda?
4. Which people does Gen. Dallaire believe have the power to change the world's response to genocides?
5. What is the definition of genocide?

Understanding the Question

1. What is the question asked by this DBQ?
2. Which terms in the question need to be defined?
3. Rewrite the question in your own words.



Do you have any questions? List them below.

Document A

Raphael Lemkin created the term genocide. He sent a letter to the *New York Times* editor explaining the importance of the concept of genocide.

Genocide Before the United Nations

TO THE EDITOR OF THE NEW YORK TIMES:

The representatives of Cuba, India, and Panama to the United Nations Assembly have brought forth a resolution which calls upon the United Nations to study the problem of genocide and to prepare a report on the possibilities of declaring genocide an international crime and assuring international cooperation for its prevention and punishment and also recommending, among others, that genocide should be dealt with by national legislation in the same way as other international crimes...

International Concept

The concept of genocide thus is based upon existing and deeply felt moral concepts. Moreover, it uses as its elements well defined and already existing legal notions and institutions. What we have to do is to protect great values of our civilization through such accepted institutions adjusted to a formula of international law which is ever progressing. Because of lack of adequate provisions and previous formulation of international law, the Nuremburg Tribunal had to dismiss the Nazi crimes committed in the period between the advent of Nazism to power and the beginning of the war, as "revolting and horrible as many of these crimes were," to use the expression of the Nuremburg judgment.

It is now the task of the United Nations to see to it that the generous action of the three member states should be transferred into international law in order to prevent further onslaughts (attacks) on civilization, which are able to frustrate the purposes of the Charter of the United Nations....

Document Analysis:

1. What does the letter suggest are *two* ways that the world community can address the problem of genocide?
2. Why was the Nuremburg Tribunal forced to dismiss the Nazi crimes?
3. What organization is being given responsibility for creating a law to prevent future genocides?

Document B

....In 1948, the fledgling UN General Assembly adopted an international Convention on the Prevention and Punishment of the Crime of Genocide, which came into force in 1951. That convention defines genocide as “acts committed with intent to destroy, in whole or in part, a national ethnic, racial or religious group,” including inflicting conditions calculated to lead to a group’s destruction....

After the horrors of the Holocaust were revealed, the mantra (slogan) of the time became “never again.” But it would take four decades, with the creation of the International Criminal Tribunal for the former Yugoslavia in 1994, before the international community would finally come together to prosecute the crime of genocide again.

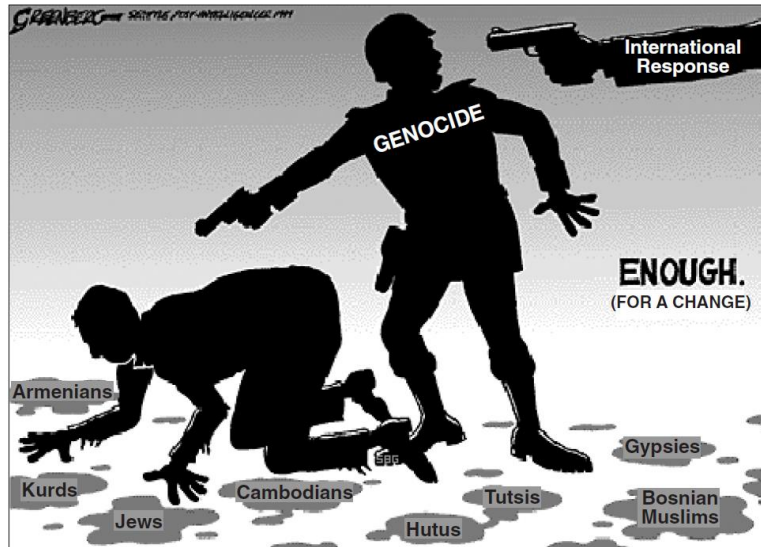
Why did it take so long, despite atrocities and mass killings in Cambodia, East Timor and elsewhere?

Source: Irina Lagunina, “World: What Constitutes Genocide Under International Law, and How Are Prosecutions Evolving?,” Radio Free Europe/Radio Liberty, 9/10/2004

Document Analysis:

1. What action did the UN General Assembly take towards resolving the problem of genocide?
2. According to Irina Lagunina, what was one criticism of the international community’s response to genocide?
3. Read the question at the end of Document B. Why do you think it took forty years after the Holocaust for the international community to prosecute the crime of genocide again?

Document C



Source: Steve Greenberg, *Seattle Post-Intelligencer*, March 29, 1999 (adapted)

Document Analysis: Use the cartoon to answer the questions.

1. Identify three specific groups that have been victims of genocide.
2. What does the cartoonist imply should be the international response to genocide?
3. What evidence does the cartoonist provide that the world has not done enough to stop genocide?
4. Do you think the cartoonist believes that the world can resolve the problem of genocide? Explain.

Document D

....Undeniably, there have been terrible human rights failures – in Cambodia, Bosnia, Rwanda. There, and elsewhere, national constitutions and international norms failed to deter; international institutions and powerful governments failed to respond promptly and adequately. (The expectation that they would fail to respond no doubt contributed to their failure to deter.) But international human rights may be credited with whatever responses there have been, and continuing efforts to address the terrible violations. The major powers have sometimes declared gross violations of human rights to be “threats to international peace and security” and made them the responsibility of the UN Security Council, leading to international sanctions (and even to military intervention, as in Kosovo in 1999). International tribunals are sitting to bring gross violators to trial: a permanent international criminal tribunal to adjudicate (judge) crimes of genocide, war crimes, and crimes against humanity is being created. Various governments have moved to support international human rights and made their bilateral and multilateral influence an established force in international relations....

Source: Louis Henkin, “Human Rights: Ideology and Aspiration, Reality and Prospect,” *Realizing Human Rights*, St. Martin’s Press, 2000

Document Analysis:

1. This document states that in Cambodia, Bosnia, and Rwanda “national constitutions and international norms failed to deter; international institutions and powerful governments failed to respond promptly and adequately.” What does this mean in terms of countries’ abilities to resolve the problem of genocide?
2. The UN Security Council has made various attempts to resolve the problem of genocide. Identify three of them.

Document E

Universal Declaration of Human Rights

- Article 1** - All human beings are born free and equal in dignity and rights.
- Article 3** - Everyone has the right to life, liberty, and security of person.
- Article 4** - No one shall be held in slavery or servitude: slavery and the slave trade shall be prohibited in all forms.
- Article 5** - No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
- Article 9** - No one shall be subjected to arbitrary arrest, detention or exile.
- Article 13** - 1. Everyone has the right to freedom of movement and residence within the borders of each state.
2. Everyone has the right to leave any country, including his own, and to return to his country.
- Article 14** - Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- Article 15** - Everyone has the right to a nationality.
- Article 18** - Everyone has the right to freedom of thought, conscience, and religion.
- Article 19** - Everyone has the right to freedom of opinion and expression.
- Article 20** - Everyone has the right to freedom of peaceful assembly and association.
- Article 21** - Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

Document Analysis:

1. In your own words, describe what this document represents.

2. How does this document help the world to understand and deal with the problem of genocide?

Document F



Document Analysis:

1. What do the initials on the men's briefcases represent? (refer to your vocabulary list and write in your own words)

UN –

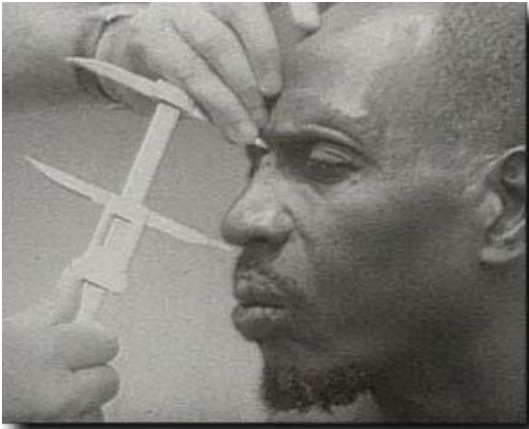
EU –

USA –

2. What is the cartoonist trying to say?

3. Why do you think dealing with genocide might be difficult for these groups?

Document G



Document Analysis:

1. What do you think is being done to the men in these pictures?
2. Why might someone be interested in measuring a person's facial features?
3. How might this information be useful regarding possible acts of genocide?

Document H

Mod. 3



Amazina y'abana n'igihe bavukiye
Noms, prénoms et date de naissance des enfants.

Amazina Noms et Prénoms	Vavutse kuwa Né le(s)	Igitima Sexe
1. Umurazamuri	27/8/29B	
2. Umurazamuri	13/13/82 B	
3. Umurazamuri	16/11/88 B	
4. Umurazamuri	15/11/92 B	
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Ubwoko (Mete, Tutsi, Twa, Naturalisé)
Ethnie

Aho yavukiye ... Gisohamwe
Lieu de Naissance

Italiki yavutseho ... 1954
Date de Naissance

Umwuga ...
Profession

Aho atuye ... Rusehera
Lieu de domicile

Amazina y'uwo bashakanye
Noms du Conjoint

N° C.I. ... 5104 M. R. R. M. B. A.

Umukono cyangwa igikumwe cya nyirayo
Signature ou l'empreinte du titulaire

Document Analysis:

1. This document represents a Rwandan identity card. This document identifies the carrier as Tutsi. The Tutsi represent one of the ethnic groups that live in Rwanda. Why do you think the Tutsis were required to carry this document?
2. How could identity cards be a useful aid in acts of genocide?

Document I

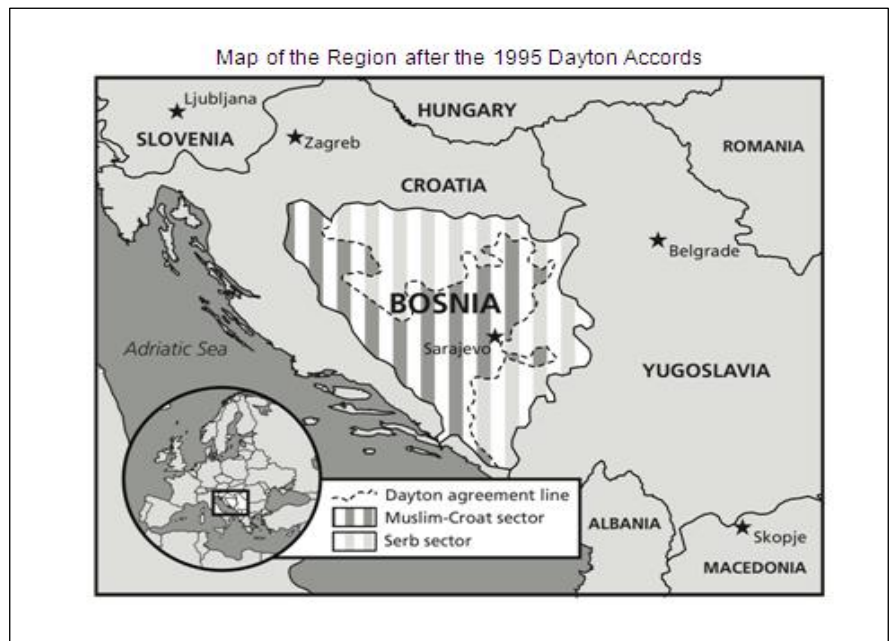
Watson Institute for International Studies, Brown University ■ Choices for the 21st Century Education Program

The term “ethnic cleansing” is often used either in addition to or instead of “genocide” when describing the Bosnian case. Some scholars contend that the deaths that occurred in Bosnia were part of an ethnic cleansing campaign that was full of genocidal acts but was not an actual genocide.

Those who characterize the Bosnian case solely as ethnic cleansing believe that the Serbs’ intention was not the complete extermination (i.e. genocide) of all Bosnian Muslims, but rather the forced and complete exportation of them (i.e. ethnic cleansing). This position holds that genocidal acts were used to attempt to instill the fear and devastation necessary to get the Muslims to leave their land and take refuge elsewhere, but that complete extermination was never a goal. On the other hand, many scholars claim that the number of genocidal massacres used to carry out the ethnic cleansing campaign leaves little question that the events should be considered a genocide.

In April 2004, the United Nations War Crimes Tribunal announced that the persecution and killing of Bosnian Muslims by Serbs was indeed a genocidal campaign.

1. What is “ethnic cleansing”?
2. Who was a target of ethnic cleansing in Bosnia during the 1990s?
3. How is ethnic cleansing different than genocide?



Document J

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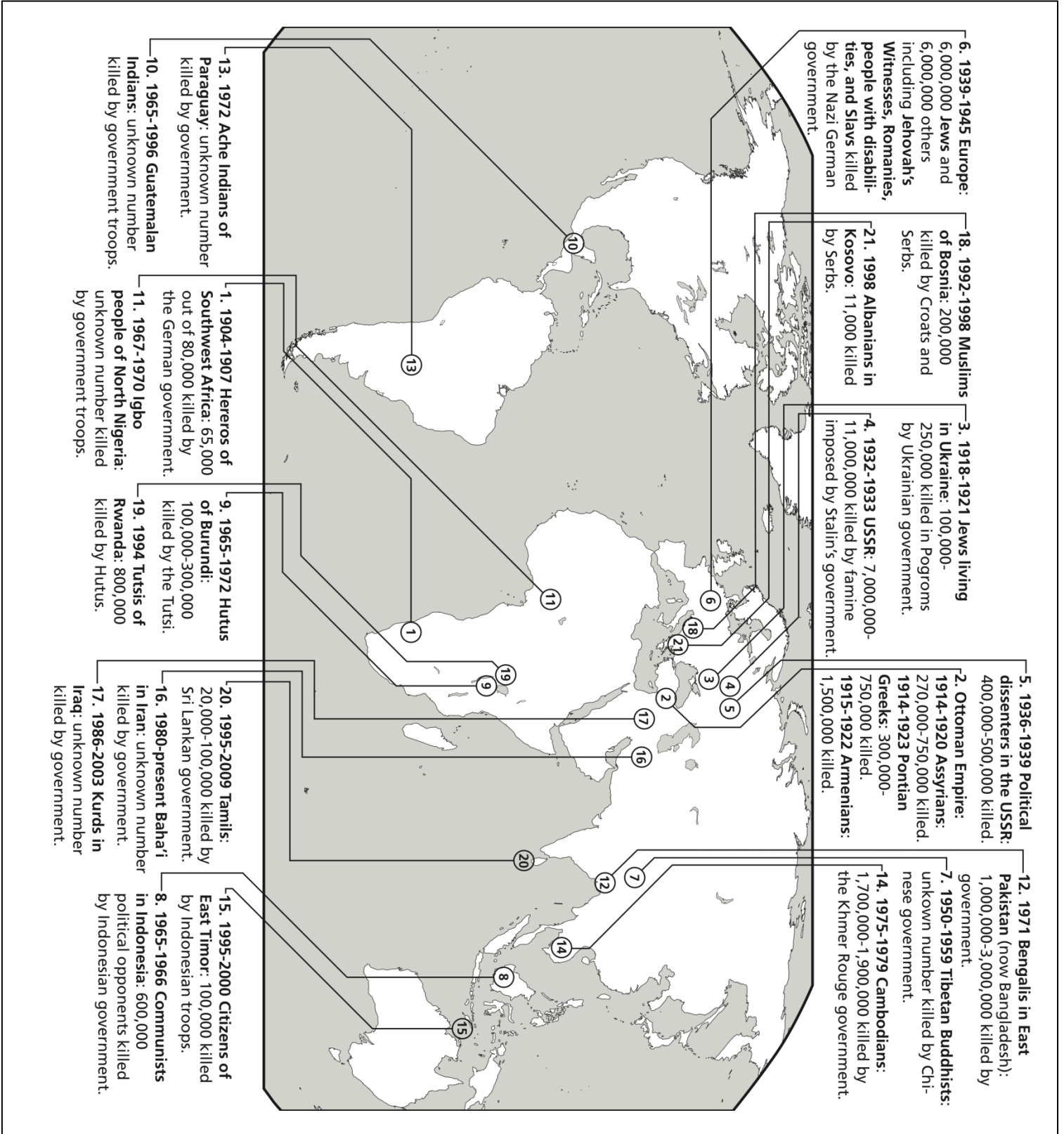
Ultimately, it was the United States that took the lead in bringing peace to Bosnia. The North Atlantic Treaty Organization (NATO) launched a bombing campaign against the Bosnian Serb army. NATO's air war, led by U.S. pilots, allowed Bosnian Croat and Muslim fighters to take the initiative on the ground. Ironically, the ethnic cleansing that the international community had tried to prevent was mostly complete; Bosnia consisted of three largely ethnically pure regions, each with its own army. In all, more than two hundred thousand people had died in the struggle and 2.3 million had lost their homes. In October 1995, a cease-fire was reached. A formal peace agreement was signed in Dayton, Ohio in December, 1995. The agreement was meant not only to end the war, but also to build a democratic, multi-ethnic state. To a large degree, it is the United States that has stood behind the international commitment to maintain Bosnia's borders and to compel the young state's three main ethnic groups to share the responsibilities of government.

Document Analysis:

1. What actions did NATO and the United States take in response to the Bosnian genocide?
2. The document states that "the ethnic cleansing that the international community had tried to prevent was mostly complete..." (line 4). Does this evidence imply that the world community can resolve the problem of genocide? Why or why not?
3. The document also states that a formal peace agreement was signed to end the war and build a democratic, multi-ethnic state (lines 7-9). Does this evidence imply that the world community can resolve the problem of genocide? Why or why not?

Document K

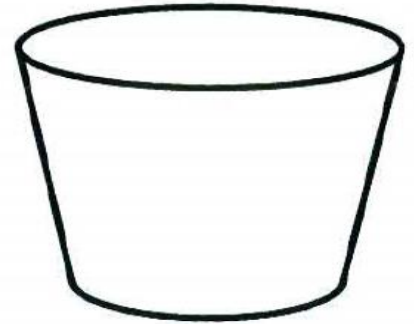
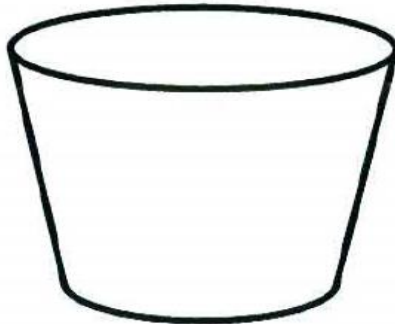
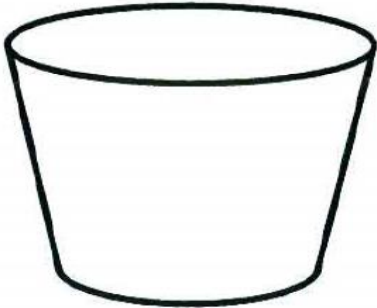
Genocidal Acts of the Twentieth & Twenty-First Centuries



Can the world resolve the problem of genocide?

Bucketing

Look over all the documents and organize them into your buckets. **Write labels under each bucket. Place the letters of the appropriate documents in each bucket.** Remember, your buckets are going to become your body paragraphs. The labels will be incorporated into your claims.



Thesis Development and Roadmap

On the chicken foot below, write your thesis and your roadmap. Your thesis always answers the DBQ question. The roadmap is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.

