

RACISM, PREVENTION AND JUSTICE

Instructional Tool for Teaching About Genocide

EDUCATIONAL AIM

This instructional tool invites you to:

- 1.** Analyze the phenomenon of racism and recognize its various manifestations in the context of genocide.
- 2.** Identify the preventive actions and measures that individuals and States implemented, or could have implemented, to stop the genocide that was underway.
- 3.** Reflect on the issues related to justice in this context.

These activities will enable students to gain a better understanding of the roles of the various actors in the prevention of genocide and the safeguarding of human rights and democracy, as well as to see that the repercussions of a genocide can continue to be felt for a long time, lasting even into today.

This tool can be used for further reflection on the Case Study tool or used separately.

REQUIRED MATERIALS

- // Case study on the genocide chosen
- // Racism analysis tool
- // Prevention and Resistance information sheet
- // Genocide Process Grid. You can also ask students to do additional research to add to the information.

OVERALL APPROACH

The approach consists in exploring each stage of genocide by studying a specific case that is put into context and presented as a problem. We recommend choosing a “big question” as a common thread for the learning sequence. Learning acquired in a course is easier for the students to apply when they analyze and interpret the issues of the world they live in. Additional information sheets are provided in order to address more specific aspects stemming from this overall approach.

SUBJECTS TARGETED BY THE TOOL CYCLE TWO

Ethics and Religious Culture

Competency:
Reflects on ethical questions (themes: justice, tolerance)

History of the 20th Century: all social phenomena

Competencies:
Characterizes a historical turning point; Interprets a social phenomenon using the historical method

Contemporary World: Tensions and conflicts

Competency:
Interprets a contemporary world problem

The tool can be used for other subjects, such as Languages or History and Citizenship Education.

ICEBREAKER

Have the students read aloud the survivors' statements at the beginning of the background document on the genocide being studied. Ask them if they know which event the survivor is referring to. Take this opportunity to introduce the theme of the lesson: The 20th century, a century of genocide? What is a genocide process? How can it be prevented?

BIG QUESTIONS

This instructional tool invites students to answer three specific questions. Introduce the questions and ask the students to give possible answers that they can write down in the table presented in their booklet.

- // What is racism and where does it fit in the continuum leading to genocide?
- // What are the possible actions and measures to prevent genocide?
- // What role does justice play when a genocide is committed?

RACISM

After having chosen one or more case studies, ask the students to choose a specific stage of the genocide process. They will become "experts" on this stage for the genocide being studied.

Have the Racism analysis tool read to the students and answer any of their questions. Ask them to identify the type of racist rhetoric (discourse) and the concrete manifestations of racism (actions) being expressed at the stage of genocide that they have already chosen. They can write their answers down in the table presented in their booklet.

For example:

1.

How do the perpetrators of the genocide justify their violation of the rights of the victim group in the eyes of the public or the international community?

2.

What actions that express racism have been implemented (segregation, discrimination, etc.)?



DEFINITION

Start by having students come up with a definition of genocide that is based on their prior knowledge. Then, have students complete their definition by using the definition provided by the United Nations (UN).

1.

Ask the students to define the term “genocide” by drawing on their prior knowledge of the subject.

Ask the following questions:

- // What is a genocide?
- // What does this word make you think of?
- // Do you know any examples of genocides? What do they have in common? How are they different?
- // Try to formalize this preliminary definition by having the students write it down.

2.

Present the UN definition of genocide provided in the analysis tool on the *Convention on the Prevention and Punishment of the Crime of Genocide*.

Point out to the students:

- // the intent to commit genocide
- // /the categories used to define victim groups
- // /different actions that can lead to genocide
- // /actions and measures to prevent genocide

If you wish, you can discuss the limited nature of this definition (which excludes, for instance, political opponents) and the context in which it was adopted in 1948.

Note :

If you have already done a case study with the students, go to the next step (Prevention and Resistance).

PREVENTION AND RESISTANCE

Have the Prevention and Resistance information sheet read to the students. Ask them to also refer to the section of the Genocide Process Grid that presents the preventive actions and measures implemented during the genocide being studied. Ask them to answer the following questions in writing:

- // What preventive actions were taken during this genocide?
What effects did they have?
- // What preventive actions could have been taken?
Do we know why they were not taken?
- // Can we think of any other reasons? What actions do you think would have had the best chance of success?

COMPILATION

Compile all the information to obtain an overview of the process of genocide, focusing on the manifestations of racism and the tools for prevention.

Each team will present its stage, highlighting the manifestations of racism expressed at that point and proposing ideas on what could have been done to prevent the genocide. This can be done with an oral presentation, a poster, a video, etc.

JUSTICE

All of the genocides studied in this guide have been the subject or are still the subject of demands for justice. Articles about genocide appear in the media, especially during commemorative days. Using the section on justice presented at the end of the case study on the genocide being studied, have a class discussion on the current situation, focusing on the following questions:

- // Who was brought before the courts, put on trial, etc.?
- // What is still left to be done (victims' demands, trial, etc.).

To broaden the reflection on justice:

- // Use information sheets on this theme to identify the mechanisms that victims can use to obtain justice, even today.
- // Ask the students to find newspaper articles that talk about this genocide even today (for example, during commemorative days) in order to identify the issues related to justice that are raised.