Genocide Studies 12

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**Introduction:**

*Genocide Studies 12 will focus on the origins and development of the term 'genocide' and the economic, political, social, and cultural conditions of genocide. Students will study the characteristics, stages, and strategies involved in the commission of genocide by focusing on acts of mass violence and atrocities in different global regions. Other topics covered in this course may include: the use of technology to promote and carry out genocide; controversies regarding denial and attempts to minimize the scope of genocides; recognition of and responses to atrocities; evidence used to demonstrate the scale and nature of genocides; international law and enforcement, and Canada's roles and responses to genocide. Students will develop an understanding of why, despite international commitments to prohibit genocide, violence targeted against groups of people or minorities remains a challenge to global peace and prosperity.* ***Due to the nature of this subject, this course will include material that may be emotionally and psychologically challenging for some students.***

**The Big Ideas of Genocide Studies 12**

* The intentional destruction of peoples and their cultures is not inevitable, and such attempts can be disrupted and resisted.
* The use of the term “genocide” to describe atrocities has political, legal, social, and cultural ramifications.
* Despite international commitments to prohibit genocide, violence targeted against groups of people has continued to challenge global peace and prosperity.
* While genocides are caused by and carried out for different reasons, all genocides share similarities in progression and scope.

More information about curricular competencies and course content can be found at: <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/social-studies/en_social-studies_12_genocide-studies_elab.pdf>

**Classroom Skills and Teacher Expectations**: Both critical thinking and content knowledge will be woven together in all units of study. Emphasis will be on strengthening reasoning skills, and developing an empathetic approach to difficult topics and material. As in all senior Social Studies courses, students will be encouraged to think critically, to accept and understand, compare and contrast, and weigh the pros and cons of various points of view. It is expected that each student will contribute maturely and appropriately to classroom discussions. Furthermore, students must maturely self-regulate their cell phone use, or they will be required to leave it elsewhere. Expectations can be summed up in the following way-

**Be prepared. Be respectful. Be responsible. Be kind. It's just not that hard!**

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| Marks: | Mark distribution: |
| Term 1: 50 %  Term 2: 50 %  There is no final exam in this course. | Classwork: assignments, journal, projects, media studies, peer/self-assessments, case studies, final project etc.: 70 %  Participation and Discussion: 20 %  Quizzes and Tests: 10 % |

**Please note**: I do not use Jupiter Grades, or Google Gradebook but rather the MyEd Gradebook. I will post grades regularly, but if you wish to know how you are doing in this course, please do not hesitate to ask.

**Materials to bring:** Paper/notebook, pens, pencils, highlighter, binder etc. I will provide a journal for specific assignments. I strongly suggest you do not take it out of the room, because if you lose it, you are responsible for replacing both the journal and any entries I have not yet marked.

**Materials Used**: There is no textbook for this course. I will be using a wide variety of print and picture media, as well as movies and documentaries to supplement themes and ideas. Given the abhorrent nature of genocide, some course material can be difficult to hear and watch. If you find you are struggling with the difficult nature of some course content, you may quietly exit the room and collect yourself, and promptly return. **This is NOT permission to wander the halls, hang out in the multi, spend lengthy amounts of time in the washroom, disturb other classes, exit the building, or leave early. I will ask you to account for your whereabouts, and if I have an issue with your absence appropriate measures will be taken.**