

## Racism and Genocide

LENGTH OF TIME: one semester, 90 minutes every other day

GRADE LEVEL: 10-12

### DESCRIPTION OF COURSE:

This course will seek to uncover the causes and effects of racism within societies around the world and throughout time. Students will investigate the very evolution of the concepts of race and ethnicity and explore what social, economic, and political implications these perceptions have had upon various groups. Students will consider the sociological theories for why and how prejudices developed in the first place, followed by careful analysis of the dangers which could proceed if bias, stereotypes, intolerance, and pressures for conformity go unchecked. We will explore topics of discrimination, exploitation, repression, violence and outright genocide, by looking into case studies in America and abroad, past and present. This course will also celebrate stories of hope and progress, as we search for a path for a more tolerant, cooperative, and equitable future.

***Given the sensitive nature of this course, it is important to note that topics and discussions will be conducted in a mature, academic setting. This class will cover complex, controversial issues and students will be expected to actively and respectfully participate in frequent discussions. Students should be able to come with an open mind, be receptive to the shared experiences of others, and be able to voice their own opinions in a rational, non-threatening manner.***

***A variety of materials and readings will require higher-level comprehension skills, and given the nature of the topics which are covered, some of the materials/media may include language or depictions of a graphic nature.***

## **Course Standards:**

Students will:

1. Examine the interactions of ethnic, national, or cultural groups in specific situations or events, and evaluate the impacts of those interactions across historical eras. (PA Std 8.4C, NCSS IVe)
2. Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations. (PA Std 8.4D, NCSS IXb)
3. Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures, relate to important events, recurring dilemmas, and persistent issues, while employing empathy and critical judgment. (NCSS IIe; PA Std 8.1.12.B)
4. Apply higher order reasoning skills to analyze historical and contemporary developments and to inform and evaluate social and public policy issues. (NCSS IIc; PA Std. 8.112.C)
5. Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal and national identity. (PA Std 8.4D, NCSS IVf)
6. Develop an understanding of and appreciation for the experiences of the myriad groups which the United States comprises. (PA Std G.7.3.9.B.1)
7. Construct reasoned judgments about political and cultural responses to persistent human issues. (PA Std 8.4A, NCSS Ig)

8. Identify and describe significant historical periods and patterns of change within and across cultures. (PA Std 8.4B, NCSS IIc)
  
9. Employ historical thinking skills to reconstruct and reinterpret the past. (PA Std 8.4B, NCSS II d)
  
10. Describe and compare how people create institutions, government policy, and norms that reflect economic pressures, intellectual trends, and cultural ideals. Employ critical thinking skills to evaluate the various effects of those decisions and institutions. (PA Std 8.4C, NCSS IIIg)
  
11. Apply economic concepts and reasoning when evaluating historical social developments and issues. (PA Std 8.4C, NCSS VIIh)
  
12. Demonstrate effective research and information management skills, including locating primary and secondary sources of information using traditional or emerging research technologies. (NCSS IVI; PA Std. 8.1.12D, PA Std 8.3.12.B)
  
13. Develop an appropriate strategy to solve a problem. (NCSS IIC; PA Std. 8.1.12.C)
  
14. Demonstrate proficiency of comprehension and original thought regarding information read or presented in a variety of formats. (NCSS IIAI; PA Std 8.1.12.C)

## Essential Questions:

- What do the terms 'race' and 'ethnicity' mean? How do various societies/eras view and apply these concepts differently?
- Why, when, how, and to what effect did humans start to ascribe racial identities, supposed "characteristics", and divisions amongst themselves?
  - How does modern science debunk many of these misconceptions?
- What are 'stereotypes', 'prejudice', and 'discrimination'? What factors lie behind their creation? What impacts can they have? How can we recognize and address them in a positive manner?
- What major examples of prejudice and discrimination have there been in the world? (historical or contemporary)
  - How could governmental policy, cultural values, the media, economics, and/or societal action either contribute to or correct repression?
- How has the pursuit of empire in history coincided with racial gradation and exploitation?
- What were the various experiences of indigeneous peoples around the planet, as a result of imperialistic expansion?
  - How have many "First Peoples" struggled to overcome those obstacles? What is their situation like today?
- How have feelings of nationalism united but also divided humans?
- What is fascism? What attracted people to it, and what are its dangers?
- How are rights in a democracy protected? What factors could lead to a loss of rights?
- How and why does the slide from democracy to fascism coincide with a rise of intolerance and ethnic violence? What warning signs does a study of Germany in the 1930's offer for our world today?
- How can propoganda affect the way people view each other? or history?

- What is 'genocide'? What examples are there of it? What are historical causes of a genocide? What common warning signs or 'steps' can one see?
- Why is it important to record the actions of perpetrators of genocidal crimes?
- What responsibility do international organizations or individual countries have in preventing genocides?
  - What options for action are there?
- What is the value and importance of studying the legacies of racist and genocidal acts in history?
- What is slavery? When, how, and why did it develop in the New World?
- What is the relationship between racism and the institution of slavery?
- What impacts did slavery (and the slave trade) have on:
  - Africa
  - Europe
  - Native-Americans
  - Colonial Americans
  - African-Americans
  - The economy, culture, ideology, politics, society, mythos, etc. of the newly created United States
  - Future generations
  - Future events (e.g. Civil War, Jim Crow, etc.)
  - What should be done about the legacy of slavery?
- What are American values? How do these values shape our viewpoints about race, class, etc.?
- How is American society organized? What opportunities for mobility are there? What obstacles are there to mobility?
- What are historical and current demographic trends in the United States?
  - What have been the experiences of the many myriad ethnic groups who have come to the USA seeking freedom and new opportunities?
  - How have they been viewed/treated by other groups in America?

- What obstacles have they faced / overcome?
- How, over the span of its history, have economic, political, and cultural institutions both contributed to and combated racism within the United States?
- What are the contemporary issues surrounding race and ethnicity in the World?
- Who are some inspirational figures who strove for an improved future? What can we learn from their achievements?

## Units of Study:

The following are topics which this course will strive to cover, time permitting. Order, pacing, and depth will vary based upon student interest, acquisition rates, and external events.

### Topics to be covered:

1. "Never Again" - The importance of (and discussions around) understanding history in order to avoid the mistakes of the past.
  - Introduction to the topics of study / Rationale for the course
2. Sociological Background / Terminology
  - a. Constructs of Race and Ethnicity
    - i. Biological vs cultural; 'Real' vs imagined
    - ii. How to identify stereotypes and correct faulty assumptions
  - b. Investigation into the origins and evolution of racism:
    - i. Psychology of prejudice
    - ii. Historical and sociological theories about the origins of and 'reasons' for racism
    - iii. Modern scientific ways to debunk
  - c. Examination of increments of prejudicial thinking/behavior
    - i. Case studies of multicultural societies (past and present) to determine how marginalization has occurred or could be prevented
3. Race and Empire
  - a. How exploration and colonial expansion heightened ethnocentrism (and vice versa)
  - b. Economic exploitation
    - i. Land / resource grabs
    - ii. Enslavement
  - c. Impact on indigenous peoples
  - d. Decolonization and modern attempts at reconciliation/rehabilitation
4. Race in the Age of Nationalism (19th-20th century)
  - a. "Survival of the Fittest"
  - b. Jingoism and Xenophobia
  - c. Eugenics Movement
    - i. Examining the costs and faulty science behind these movements
  - d. Fascism and the risks it poses to rights and a tolerant democracy
5. Genocide
  - a. Identifying common stages/patterns ('warning signs')

- b. Genocide Case Studies:
  - i. Antisemitism, Nazism, and The Holocaust
    - 1. Examine the ideology, propaganda, stages, and outcomes involved with Hitler's rise to power and execution of the Holocaust
    - 2. Exploration of synthesis opportunities (thematic parallels occurring elsewhere in place or time)
  - ii. Other examples (possibly including Yugoslavia, Rwanda, Armenia, Cambodia, Darfur, Rohingya, Xianjing, etc.)
- c. International Reactions and Responsibility
  - i. Options for prevention / mitigation
  - ii. International Law, and how to pursue justice
    - 1. Ways to prosecute
    - 2. Barriers in the way
  - iii. Interventionism vs Isolationism
  - iv. The importance of education

## 6. Race in America

- a. Historical overview:
  - i. Early perspectives and motivations
  - ii. "This land is your land, this land is our land" - Settlers vs Natives
  - iii. Slavery, the Civil War, Reconstruction, and Jim Crow
  - iv. Civil Rights movement to today
- b. Demographic Transformations
  - i. America's ever changing ethnic profile
  - ii. Experiences of and reactions to immigrants over time
    - 1. Immigration and Nativism
    - 2. Assimilation and multiculturalism
    - 3. Strife and cooperation
- c. Diverse Points of View
  - i. Study of the experiences (past and present) of America's many and varied composite groups, including, for example, and in no particular order:
    - 1. Native Americans, African-Americans, European Americans, Asian Americans, Latin Americans, Muslim Americans, Jewish Americans

## 7. Striving for a better tomorrow

- a. Contemporary Issues and Divergent Perspectives
- b. The power of action / Stories of perseverance; figures and movements who fought to overcome obstacles



## **Sample Instructional Strategies:**

1. Research assignments - both conventional and technology-assisted learning
2. Use of visual and audio learning tools
3. Written and oral presentations, both individually and/or with partners
4. Lecture and discussion
5. Analysis of historical causes and effects based on text material and supplemental readings
6. Independent reading and writing emphasizing analysis and synthesis of materials
7. Problem-solving exercises
8. Cooperative learning groups
9. Graphic organizers and jigsaw exercises for basic information

## **Sample Performance Assessments:**

Students may demonstrate achievement of the standards and mastery of the content by:

1. Conducting research projects, using primary and secondary source material as evidence on topics related to the course of study. Products to demonstrate learning could take the form of written papers, multimedia infused websites, podcasts, videos, powerpoints, etc.
2. Tests, with both objective and written sections.
3. Oral presentations on topics researched.
4. Class discussions, debates, analysis of primary and secondary sources, as well as other group assignments.
5. Performing critical reviews on academic or journalistic research on topics pertaining to the course.
6. Utilizing problem solving skills to complete real-world modeled simulations.

## **Course Materials:**

Core course textbooks include:

1. Marger, Race and Ethnic Relations: American and Global Perspectives, 2021, 10e.
2. Franklin, From Slavery to Freedom: A History of African Americans, High School Edition, 2022, 10e.

Supplemental resources for research or discussion may include, among others, the following:

3. "Echoes and Reflections" (an organization which provides free teaching materials revolving around the Holocaust)
4. Articles from topical publications written for high school students including:
  - a. Krasner, At Issue: Genocide, Greenhaven Press, 2020.
  - b. Haerens, Global Viewpoints: Genocide, Greenhaven Press, 2012.
5. Current Events articles to illustrate contemporary issues and perspectives
6. Media such as podcasts or videos from The United States Holocaust Memorial Museum, PBS, NPR, *The Economist*, TED Talks, CBS, etc.

## **Relevant State and National Standards (among others):**

### PA Standards:

G.7.3.9.B.1

Ethnicity of people at national levels (e.g., customs, celebrations, languages, religions)

5.1.C.E

Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.

C.5.2.6.G

Explain the importance of participating in government and civic life.

C.5.2.9.E

Explain the importance of the political process to competent and responsible participation in civic life.

C.5.2.12.A

Evaluate an individual's civic rights, responsibilities and duties in various governments.

H.8.3.6.A.1

Evaluate the interactions between Native Americans, Africans and Europeans

H.8.3.9.C.6

Social Organization (e.g., social class differences, women's rights and antislavery movement, education reforms)

5.2.8.A

Students acquire the knowledge and skills needed to: Summarize the role of citizens in terms of rights and responsibilities in different government systems.

5.2.9.D

Students acquire the knowledge and skills needed to: Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.

5.1.12.F

Evaluate the role of nationalism in uniting and dividing citizens.

5.1.C.F

Analyze the role political symbols play in civil disobedience and patriotic activities.

5.2.C.A

Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.

5.2.C.B

Analyze strategies used to resolve conflicts in society and government.

5.3.12.C

Evaluate how government agencies create, amend, and enforce regulations.

5.3.12.D

Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.

5.3.12.F

Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.

5.3.12.G

Evaluate the impact of interest groups in developing public policy.

5.3.12.H

Evaluate the role of mass media in setting public agenda and influencing political life.

5.3.12.J

Evaluate critical issues in various contemporary governments.

5.4.12.A

Examine foreign policy perspectives, including realism, idealism, and liberalism.

5.4.12.B

Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).

5.4.12.C

Evaluate the effectiveness of international organizations, both governmental and non-governmental.

CC.1.2.11-12.A

Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11-12.B

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11-12.D

Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11-12.H

Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11-12.I

Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.4.11-12.C

Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.V

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.11-12.W

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.1.5.11-12.D

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.8.5.11-12.H

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CC.8.5.11-12.1

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

National Standards for Civics and Government:

II.B.3.1

To achieve this standard, students should be able to identify the many forms of diversity in American society, e.g., regional, linguistic, racial, religious, ethnic, socioeconomic

II.B.3.2

To achieve this standard, students should be able to explain why diversity is desirable and beneficial, e.g., increases choice, fosters a variety of viewpoints, encourages cultural creativity

II.C.1.1

To achieve this standard, students should be able to explain that an American's identity stems from belief in and allegiance to shared political values and principles rather than from ethnicity, race, religion, class, language, gender, or national origin, which determine identity in most other nations

V.E.4.1

To achieve this standard, students should be able to describe personal qualities necessary for political leadership

V.E.5.2

To achieve this standard, students should be able to explain how awareness of the nature of American constitutional democracy may give citizens the ability to reaffirm or change fundamental constitutional values

II.C.1.3

To achieve this standard, students should be able to explain why it is important to the individual and society that Americans understand and act on their shared political values and principles

V.E.3.4

To achieve this standard, students should be able to explain why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is a form of political participation

#### V.E.5.1

To achieve this standard, students should be able to explain why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is an important form of participation

#### III.F.1.1

To achieve this standard, students should be able to explain that the public agenda consists of those matters that occupy public attention at any particular time, e.g., crime, health care, education, child care, environmental protection, drug abuse

#### V.B.2.3

To achieve this standard, students should be able to identify major statements of political rights in documents such as the Declaration of Independence, United States Constitution, including the Bill of Rights, state constitutions, and civil rights legislation

#### IV.C.3.5

To achieve this standard, students should be able to cultural developments, e.g., religious movements, resurgence of ethnic consciousness, mass markets, sports