



# Sir John A. Macdonald Secondary School History Department

## CHG33I: Genocide and Crimes Against Humanity

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### Course Description

What is the worst possible crime one group of human beings can commit against another? The attempt to exterminate them, which is called “genocide.” Unfortunately this ultimate violation of human rights is not entirely uncommon in human history. **In this course we will investigate crimes against humanity in the twentieth and twenty-first centuries, including the Armenian Genocide, the Holocaust, the killing fields of Cambodia, the Rwandan genocide and crimes against humanity in Darfur.** 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 analyzing how bias, stereotypes, prejudice, and discrimination impact on various groups. Students will use critical-thinking skills to evaluate the world’s response, or lack thereof, to mass killings and also discuss the ways in which active citizens may empower themselves to stop future genocides.

### Identifying Information

- Course Title:** Genocide and Crimes Against Humanity
- Course Code:** CHG33I
- Course Type:** University / College
- Grade:** 11
- Credit Value:** 1
- Ministry Document:** The Ontario Curriculum, Grades 11 and 12: Canadian and World Studies, Revised  
<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

### Course Units

1	Introduction to Human Behaviour, Genocide and Human Rights (with Ukrainian Holodomor and Cambodian Genocide Case Studies)
2	The Armenian Genocide
3	The Holocaust
4	The Rwandan Genocide
5	Crimes Against Humanity in Darfur / Reflection and Social Action

### Evaluation

Tests	20
Assignments	40
Reflective Journals	10
<u>Summative Evaluation</u>	
Case Study and Memorial Summative Activity	15
Final Exam	<u>15</u>
Total	100

### Essential Course Components

- analyze the changes in societies that lead to genocide, crimes against humanity, and war crimes;
- analyze how individual behaviour is influenced and societal forces have been used to promote, justify, and counteract genocide, crimes against humanity, and war crimes;
- analyze the causes of societal breakdown that lead to the extreme consequences of genocide, crimes against humanity, and war crimes.
- formulate and / or explore significant questions for research and inquiry, drawing on some examples from the history of Europe, the Middle East, Africa, Asia, or the Americas, including but not limited to: how has the power of the state and the military been used to isolate groups and destroy their human rights? how have ideology and propaganda tools been used to justify genocide? why has resistance proved so difficult? why have many people accepted the role of bystanders? why has the international community found it so difficult to respond to and stop outbreaks of genocide?;
- assess the attempts by the survivors of genocide and others to memorialize the horrors of genocide and the legacy of its victims through various political means and art forms, and their efforts to prevent further genocides.

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### Teacher Contact Information

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### Procedures

Key values of Sir John A. Macdonald Secondary School and the WRDSB include respect, responsibility, honesty, and trustworthiness. Our expectations for student behaviour and academic conduct come from these core values. In accordance with **Waterloo Region District School Board** guidelines outlined in **the Assessment, Evaluation, and Reporting Handbook**, the following policies are in effect at SJAM:

#### a) Late and Missed Assignments

*Completing tasks on time has been shown to be a key part of school success. It is the expectation that students will submit all required work by the assigned deadlines.*

- If work is not submitted on time, next steps will involve student-teacher conferences, parent/guardian contact and may include student referral to in-school supports.
- The teacher will determine a date after which he/she will no longer accept an assignment for marks. In the absence of these student products, teachers will use professional judgement to determine a grade based on evidence of learning available/seen to that point.
- If one or more assignments are not completed, students risk losing the credit for the course.

- The Learning Skills section of the student's Provincial Report Card will be used to reflect incidents of late and missed assignments.

**A Parent or 18 year old student MAY NOT validate a single period or partial day absence on the day of a test or assignment deadline.** If a student falls unexpectedly ill, they must sign-out and communicate to their teacher, office staff, and their Vice-Principal before their departure that they will miss the test/deadline.

If a student misses a test for a reason that administration would define as invalid, they **may** not be able to write the test or complete an alternative assignment. **Thus, their grade may be affected up to and including the full value of the test.**

### **b) Cheating and Plagiarism**

*It is the expectation that students will submit their own, original work for the purpose of demonstrating their learning. Note that plagiarism includes both sharing original work and using work that is not one's own. In the event that cheating or plagiarism occurs, the following consequences may be implemented, in consultation with administration, depending on the situation:*

- The student who plagiarizes will be required to complete the *SJAM Academic Honesty Remediation Tutorial*.
- The student may be required to redo all or part of the assignment or assessment.
- The student may be required to complete an alternate assignment or assessment.
- Consequences may include a loss of access to academic awards and scholarship opportunities.
- Plagiarism will be reflected in the Learning Skills section of the student's Provincial Report Card.
- Potential disciplinary actions may also include suspension.

### **c) Waterloo Region District School Board Policy for Provincial Report Card marks below 50%**

*In the following cases, a credit will not be granted;*

*Grades 9 and 10:*

- 45% is the only mark that can be reported for a student achieving below Level 1
- A student may receive an I if there is insufficient evidence to determine a grade

*Grades 11 and 12:*

- The only marks that can be reported for a student achieving below Level 1 are in the range of 35 - 45%
- If a student has demonstrated NO evidence, a mark of 0 will be assigned

## CHG33I Course Outline

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### Agreement

Please print your name and sign below indicating you have read and understand the requirements for successful completion of this course.

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Student Name

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Parent/Guardian Name

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Student Signature

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Parent/Guardian Signature

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Date

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Date

Preferred Method of Contact

Phone

Email

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Daytime phone number

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Email