Genocide Investigative Report
Revised May 11, 2019

Created by Dr. David R. Arendale, University of Minnesota, arendale@umn.edu

Designed to be played for two hours online
Activity can either be played during online class or during class with computer use
More history simulations available at http://historysimulations.org

Summary

There are numerous genocides occurring throughout the world today. Tragically, all of them follow the same ten-stage pattern as outlined from the Genocide Watch website. They follow a predictable pattern that can be recognized early before the persecution and deaths occur.

Learning Goal: Understand the common pattern that genocides follow and use that information to predict when and where intervention is needed by the outside world to stop the process before the persecutions and deaths occur. This activity is focused on mastering the ten stages of genocide and not an in-depth study of the genocide.

Method: Apply the ten-stage genocide template developed by Genocide Watch to information learned about a present-day genocide. This application of the ten stages to a real-life situation makes clear the systematic steps that genocides follow. Seven genocides were identified and information resources provided for: Armenia, Bosnia, Cambodia, Darfur Sudan, Rohingya Muslims, Rwanda, and Somalia.

Students assume the role as an investigator for the International Criminal Court (ICC), https://www.icc-cpi.int/ The establishment of an international tribunal to judge political leaders accused of international crimes was first proposed during the Paris Peace Conference in 1919 following the First World War by the Commission of Responsibilities. The issue was addressed again at a conference held in Geneva under the auspices of the League of Nations in 1937, which resulted in the conclusion of the first convention stipulating the establishment of a permanent international court to try acts of international terrorism. The United Nations have a separate process for investigating similar crimes. The ICC is an intergovernmental organization and international tribunal that sits in The Hague in the Netherlands. The ICC has the jurisdiction to prosecute individuals for the international crimes of genocide, crimes against humanity, and war crimes.
**Time Expectation:** Normally two hours would have been spent in class or online on this activity. Previous to this activity, the course instructor would have used the Holocaust as a case study for a detailed application of the ten-stage model to clearly identify each of the stages so that students would have a skill set for this genocide investigation activity.

**Course Instructor Involvement:** The course instructor provides feedback on student work by placing comments into the shared Google document for students in each small group team. There is no need to “resolve” the comments made by the instructor. If this activity occurs online, instructor responds to emails and a Google Hangout or Skype call could also be arranged.

**Small Group Responsibility:** While share a common Google document among other students, their grade is solely dependent on their individual work. The other small group Google documents are open to view as well. Rather than being assigned to one of the seven genocides with several students, it is student choice which genocide to study.

**Method of Play:** Read separate document on student instructions for more detail.

**Materials Included in Simulation Packet:**
- Instructor procedures with Power Point overview.
- Ten Stages of Genocide Power Point from the Genocide Watch organization.
- Handout with short explanation for each of the ten stages described in the Power Point slide presentation.
- General student instructors for overview of the activity.
- Specific student instructions for completing the learning task and the worksheet.
- Optional Genocide-related readings from Wikipedia for each of the seven genocides for the student to select. For purposes of this curriculum packet, this handout provides links to the articles rather than including them. As the simulation instructions make clear, students are to skim one or more of the articles to gain sufficient information to complete their worksheet task. The point of this activity is to understand the ten-stage model which could be applied to any potential or actual genocide. This activity is NOT an in-depth study of a particular genocide which would require many more hours of activity. This is why students are only expected to skim one or more of the articles.
- Genocide information websites for additional information to complete the worksheet and not for a deep dive into the detailed information regarding the genocide that they selected for study.
- Brief summary of recent and contemporary genocides. Students self-select one of the seven options. Rather than random assignment to one of the seven, students requested they be given choice of the genocide to investigate that is especially meaningful to them. This results in some genocides with no or one
student and others with over seven. In the instructions, students understand they can contribute to the same parts of the worksheet with understanding their work is independent and not duplicative of students who complete the task first. In the instructor's opinion, this has not diminished the learning outcomes, but rather increased them since students were granted choice with the assignment.

- Ten stage genocide investigative report form.
- Sample worksheets completed by students from previous academic terms.
- Student reflection form

**Student Evaluation:**
This activity was first conducted during spring 2018. Students had requested opportunity to study other genocides during contemporary times rather than a deeper study of the Holocaust which most have heavily studied in middle or high school. The activity received a median score of 4 (scale range 1, low to 5, high) as a meaningful learning activity. The median score for level of understanding of the ten stages of genocide was 5 (scale range 1, low to 5, high).
Instructor Materials to Prepare Students
Genocide History Simulation Procedures

Time Requirement: Two Hours
Revised March 28, 2018

Following are the procedures that were used in my global history course. Some of these procedures are in response to feedback from the students on how to improve the learning activity. While originally designed for an online class, it could be adapted for a class experience.

Holocaust Session Preceding the Two-Hour Simulation
1. Integrate material from the genocide ten stages into the lectures, discussions, and video clips to provide additional exposure to the material so they can use it during the simulation.
2. At the end of the final class period before the simulation, spend ten minutes reviewing the simulation readings.

Instructor Preparation Before the Simulation Class Period
1. Place materials online to use during the simulation.

Instructor Provides Overview on the Day of the Simulation
1. Overview documents for a few minutes and encourage them to use these during the simulation.

Identify Participants for Each of the Genocides
1. Students select one of the seven genocides for their learning activity. This is done since students like choice and especially when it comes to learning more about a genocide that may have impacted family members.
2. If this activity occurs during class, students move to a table of others who selected the same genocide.

Immediate Action
1. Students read the specific instructions handout that will guide them for this activity.
2. If students are in a classroom, they quickly review the differences among the ten stages of genocide since some of them could appear similar.
3. Students share why they selected this particular genocide.

Debrief of the simulation if this occurs during a class period
1. Debrief at each individual table:
   a. Discuss what is new information that they did not know about the genocide.
2. Debrief with all participations in the simulation activity:
   a. Instructor shares their insights about what they observed of the students and their work on the learning activity.
Genocide Investigative Report
Learning Goal

• Understand the natural progression of genocides. Understanding the pattern provides an opportunity to stop them. With the limited time for this activity, it is not expected that you will have an in-depth knowledge of the genocide. The goal is to understand the ten-stage pattern that tragically genocides often follow.
International Criminal Court

The ICC is an intergovernmental organization and international tribunal that sits in The Hague in the Netherlands. The ICC has the jurisdiction to prosecute individuals for the international crimes of genocide, crimes against humanity, and war crimes.
Location for Writing Activity

• Go to Google Drive file folder for CI 1150 and then select “Understanding the Stages of Genocide”
• It is your choice of which genocide you want to investigate for the ICC. You are NOT assigned to a specific small group or a particular genocide
• Follow the general and specific student instructions for this online activity.
Final Reflection on Friday

• Complete the genocide reflection form and submit through the Canvas dropbox
• Work to provide at least one well-developed paragraph response for each of the questions
The Ten Stages of Genocide

Dr. Gregory Stanton
Genocide Watch

© 2015 Gregory Stanton
The 10 Stages of Genocide

- Understanding the genocidal process is one of the most important steps in preventing future genocides.
- The Eight Stages of Genocide were first outlined by Dr. Greg Stanton, Department of State: 1996. In 2012, Stanton added two stages to refine the model.
- The first seven stages are Early Warnings:
  - Classification
  - Symbolization
  - Discrimination
  - Dehumanization
  - Organization
  - Polarization
  - Preparation
Stage 1: Classification

- “Us versus them”

- Distinguish by nationality, ethnicity, race, or religion (Genocide Convention) or by class (Marx) or politics.

- Bipolar societies (Rwanda) most likely to have genocide because no way for classifications to fade away through inter-marriage.

- Classification is a primary method of dividing society and creating a power struggle between groups.
Stage 2: Symbolization


- **Languages**: Turkish v. Armenian; Urdu v. Bengali

- **Clothing**: Arab v. Kurdish, German v. Herero.

- **Group uniforms**: Self-adopted: Swastika armbands

- **Colors and religious symbols**:
  - Yellow star for Jews
  - Blue checked scarf Eastern Zone in Cambodia
Stage 3: Discrimination

- Segregation; apartheid: Separate groups in housing, schools, transport, and eating places.
- Prohibit voting by members of victim group.
- Fire group from professions. [Nazis fired Jew professors & civil servants 1933.]
- Require “passes” to travel. Hunt and arrest “undocumented aliens.”
Stage 4: Dehumanization

- One group denies the humanity of another group, and makes the victim group seem subhuman.
- Dehumanization overcomes the normal human revulsion against murder.

Der Stürmer Nazi Newspaper: “The Blood Flows; The Jew Grins”

Kangura Newspaper, Rwanda: “The Solution for Tutsi Cockroaches”
Stage 5: Organization

- Genocide is a **group** crime, so must be **organized**.
- The state usually organizes, arms and financially supports the groups that conduct the genocidal massacres. (State organization is not a legal requirement --Indian partition.)
- Plans are made by elites for a “final solution.”
Stage 6: Polarization

- Extremists drive groups apart.
- Hate groups broadcast and print polarizing propaganda.
- Laws are passed that forbid intermarriage or social interaction.
- Moderates are silenced, intimidated, and assassinated.

- Public demonstrations were organized against Jewish merchants.
- Moderate German dissenters were the first to be arrested and sent to concentration camps.
Stage 7: Preparation: Planning (Conspiracy)

Wannsee House, Berlin where Nazi leaders, Heydrich & Eichmann planned “the Final Solution to the Jewish Question.” 20 January 1942
Stage 7: Preparation
Military buildup

- Build military machine, train militias, stockpile weapons, and distribute them to killers.
Prevention: Preparation

- With evidence of death lists, arms shipments, militia training, and trial massacres, a Genocide Alert™ should be declared.
- UN Security Council should warn it will act only if it really intends to take forceful action.
- World leaders must warn potential perpetrators they will be tried for their crimes.
- Humanitarian relief should be prepared.
- Regional military intervention forces should be organized, including logistics and financing.
Stage 8: Persecution

- Separate victims because of their ethnic or religious identity.
- Expropriate property of victim group.
Stage 9: Extermination
(Genocide, Politicide, Mass Murder)

- Extermination begins, and becomes the mass killing legally called "genocide" or "politicide."

- Most genocide is committed by governments.

Einsatzgruppen: Nazi Killing Squads
Extermination (Genocide)

• The killing is “extermination” to the killers because they do not believe the victims are fully human. They are “cleansing” the society of impurities, disease, animals, vermin, “cockroaches,” or enemies.

Roma (Gypsies) in a Nazi death camp
Stage 9: Extermination: Mechanized Massacre

- Build extermination camps.
- Call them “labor camps.”
- Transport victims to camps, kill, and cremate them.
Tuol Sleng (S-21), Cambodia: Choeung Ek Mass Grave

Photos © Gregory Stanton 1980
Stop Extermination: Stop Genocide

- **Intervention by a regional army** should be organized to drive the genocidists out of power.
- **The UN Security Council** should authorize armed intervention by regional military forces under Chapter Seven of the UN Charter.
- If UNSC is paralyzed, **regional force must proceed.**
  - The Mandate must include protection of civilians and humanitarian workers and a No Fly Zone.
  - The Rules of Engagement must include prevention of killing not just in self-defense, but of all civilians.
  - The major military powers must provide leadership, logistics, airlift, communications, and financing.
Stage 10: Denial

- Denial occurs during and after genocide.
- Continuing denial triples probability of further genocide.
- Denial extends crime of genocide to future generations of victims. It is a continuation of the intent to destroy the group.
- The tactics of denial are predictable.
Stage 10: Tactics of Denial

- Attack the truth tellers. They committed crimes.
- Deny or minimize the evidence or numbers.
- Deny genocidal intent. Blame natural forces.
- Blame civil or international war.
- Blame the victims – a disloyal minority.
- Deny facts fit legal definition of genocide.
- Claim of genocide would harm “peace process.”
- Claim of genocide would harm current interests.
Optional Protocol to Genocide Convention is needed.

- An Optional Protocol is needed to re-empower the UN General Assembly and Regional organizations to prevent and stop genocide.
- The UN General Assembly already has authority under the Uniting for Peace Resolution of 1950 to authorize force if the UNSC is paralyzed.
- Regional organizations already have authority to prevent and stop genocide without any UN authorization under Chapter 8 of the UN Charter.
Prevention: Political Will

- The world needs an international mass movement to end genocide.
  - The Alliance Against Genocide was founded in 1999.
  - Organize civil society and human rights groups.
  - Mobilize religious leaders of churches, mosques, synagogues, and temples.
  - Put genocide education in curricula of every secondary school and university in the world.
  - Hold political leaders accountable. If they fail to act to stop genocide, vote them out of office.
Countries at Risk 2016 Map
### Countries at Risk - Quick Reference Table - 2016

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<td>Army, Buddhist extremists, Rohingya,</td>
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<td>Rohingyas, democrats</td>
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<td>Schools</td>
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<td>Hare militia, Various rapists</td>
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<td>Iraq</td>
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<td>Yazidis, Christians, Kurds,</td>
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<td>Opposing clans</td>
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<td>South Sudan</td>
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<td>Civilians, women, children</td>
<td>Dinka army, Nuer rebels</td>
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<td>Asaad, Al Shabaal, Army, ISIS, Al Neura</td>
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<td>Al Qaeda, Saudi Air force, Houthi</td>
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<td>Sudanese Janjaweed raiders</td>
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<td>Central African Republic</td>
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<td>Bubi minority</td>
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<td>Eritrea</td>
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## Countries at Risk 2016

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<td>Côte d’Ivoire</td>
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<td>Mali</td>
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<td>Malian Army</td>
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## Countries at Risk 2016

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<th>Country</th>
<th>Most Prominent Group</th>
<th>Killers/Opponents</th>
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### Table: Countries most prominently in denial

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<tr>
<th>Country</th>
<th>2016 Genocide Stage</th>
<th>Victims</th>
<th>Killers/Opponents</th>
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<tr>
<td>Argentina</td>
<td>10 since 1870</td>
<td>Native Americans, Leftists</td>
<td>Gov. Roca’s army, Junta</td>
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<td>Chile</td>
<td>10 since 1973</td>
<td>Leftists</td>
<td>Pinochet’s army, Police</td>
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<td>Guatemala</td>
<td>10 since 1979</td>
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<td>Japan</td>
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<td>Chinese, Koreans, Filipinos, WWII</td>
<td>Japanese Army</td>
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<td>Russia</td>
<td>10 since 1917</td>
<td>“Class enemies,” Ukrainians, Minorities</td>
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<tr>
<td>Turkey</td>
<td>10 since 1896</td>
<td>Armenians, Assyrians, Penteic Greeks, Kurds</td>
<td>Ottoman Army, Police, Death squads</td>
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<tr>
<td>USA</td>
<td>10 since 1604</td>
<td>Native Americans, African slaves</td>
<td>Colonists, US Army, Slave traders</td>
</tr>
</tbody>
</table>

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The Ten Stages of Genocide

By Dr. Gregory H. Stanton © 2016 Gregory H. Stanton

Genocide is a process that develops in ten stages that are predictable but not inexorable. At each stage, preventive measures can stop it. The process is not linear. Stages may occur simultaneously. Logically, later stages must be preceded by earlier stages. But all stages continue to operate throughout the process.

1. CLASSIFICATION: All cultures have categories to distinguish people into “us and them” by ethnicity, race, religion, or nationality: German and Jew, Hutu and Tutsi. Bipolar societies that lack mixed categories, such as Rwanda and Burundi, are the most likely to have genocide.

The main preventive measure at this early stage is to develop universalistic institutions that transcend ethnic or racial divisions, that actively promote tolerance and understanding, and that promote classifications that transcend the divisions. The Roman Catholic Church could have played this role in Rwanda, had it not been riven by the same ethnic cleavages as Rwandan society. Promotion of a common language in countries like Tanzania has also promoted transcendent national identity. This search for common ground is vital to early prevention of genocide.

2. SYMBOLIZATION: We give names or other symbols to the classifications. We name people “Jews” or “Gypsies,” or distinguish them by colors or dress; and apply the symbols to members of groups. Classification and symbolization are universally human and do not necessarily result in genocide unless they lead to dehumanization. When combined with hatred, symbols may be forced upon unwilling members of pariah groups: the yellow star for Jews under Nazi rule, the blue scarf for people from the Eastern Zone in Khmer Rouge Cambodia.

To combat symbolization, hate symbols can be legally forbidden (swastikas in Germany) as can hate speech. Group marking like gang clothing or tribal scarring can be outlawed, as well. The problem is that legal limitations will fail if unsupported by popular cultural enforcement. Though Hutu and Tutsi were forbidden words in Burundi until the 1980’s, code words replaced them. If widely supported, however, denial of symbolization can be powerful, as it was in Bulgaria, where the government refused to supply enough yellow badges and at least eighty percent of Jews did not wear them, depriving the yellow star of its significance as a Nazi symbol for Jews.

3. DISCRIMINATION: A dominant group uses law, custom, and political power to deny the rights of other groups. The powerless group may not be accorded full civil rights, voting rights, or even citizenship. The dominant group is driven by an exclusionary ideology that would deprive less
powerful groups of their rights. The ideology advocates monopolization or expansion of power by the dominant group. It legitimizes the victimization of weaker groups. Advocates of exclusionary ideologies are often charismatic, expressing resentments of their followers, attracting support from the masses. Examples include the Nuremberg Laws of 1935 in Nazi Germany, which stripped Jews of their German citizenship, and prohibited their employment by the government and by universities. Denial of citizenship to the Rohingya Muslim minority in Burma is a current example.

Prevention against discrimination means full political empowerment and citizenship rights for all groups in a society. Discrimination on the basis of nationality, ethnicity, race or religion should be outlawed. Individuals should have the right to sue the state, corporations, and other individuals if their rights are violated.

4. DEHUMANIZATION: One group denies the humanity of the other group. Members of it are equated with animals, vermin, insects or diseases. Dehumanization overcomes the normal human revulsion against murder. At this stage, hate propaganda in print and on hate radios is used to vilify the victim group. The majority group is taught to regard the other group as less than human, and even alien to their society. They are indoctrinated to believe that “We are better off without them.” The powerless group can become so depersonalized that they are actually given numbers rather than names, as Jews were in the death camps. They are equated with filth, impurity, and immorality. Hate speech fills the propaganda of official radio, newspapers, and speeches.

To combat dehumanization, incitement to genocide should not be confused with protected speech. Genocidal societies lack constitutional protection for countervailing speech, and should be treated differently than democracies. Local and international leaders should condemn the use of hate speech and make it culturally unacceptable. Leaders who incite genocide should be banned from international travel and have their foreign finances frozen. Hate radio stations should be jammed or shut down, and hate propaganda banned. Hate crimes and atrocities should be promptly punished.

5. ORGANIZATION: Genocide is always organized, usually by the state, often using militias to provide deniability of state responsibility. (An example is the Sudanese government’s support and arming of the Janjaweed in Darfur.) Sometimes organization is informal (Hindu mobs led by local RSS militants during Indian partition) or decentralized (jihadist terrorist groups.) Special army units or militias are often trained and armed. Arms are purchased by states and militias, often in violation of UN Arms Embargos, to facilitate acts of genocide. States organize secret police to spy on, arrest, torture, and murder people suspected of opposition to political leaders. Special training is given to murderous militias and special army killing units.

To combat this stage, membership in genocidal militias should be outlawed. Their leaders should be denied visas for foreign travel and their foreign assets frozen. The UN should impose arms embargoes on governments and citizens of countries involved in genocidal massacres, and create commissions to investigate violations, as was done in post-genocide Rwanda, and use national legal systems to prosecute those who violate such embargos.

6. POLARIZATION: Extremists drive the groups apart. Hate groups broadcast polarizing propaganda. Motivations for targeting a group are indoctrinated through mass media. Laws may forbid intermarriage or social interaction. Extremist terrorism targets moderates, intimidating and silencing
the center. Moderates from the perpetrators’ own group are most able to stop genocide, so are the first to be arrested and killed. Leaders in targeted groups are the next to be arrested and murdered. The dominant group passes emergency laws or decrees that grants them total power over the targeted group. The laws erode fundamental civil rights and liberties. Targeted groups are disarmed to make them incapable of self-defense, and to ensure that the dominant group has total control.

Prevention may mean security protection for moderate leaders or assistance to human rights groups. Assets of extremists may be seized, and visas for international travel denied to them. Coups d’état by extremists should be opposed by international sanctions. Vigorous objections should be raised to disarmament of opposition groups. If necessary they should be armed to defend themselves.

7. PREPARATION: Plans are made for genocidal killings. National or perpetrator group leaders plan the “Final Solution” to the Jewish, Armenian, Tutsi or other targeted group “question.” They often use euphemisms to cloak their intentions, such as referring to their goals as “ethnic cleansing,” “purification,” or “counter-terrorism.” They build armies, buy weapons and train their troops and militias. They indoctrinate the populace with fear of the victim group. Leaders often claim that “if we don’t kill them, they will kill us,” disguising genocide as self-defense. Acts of genocide are disguised as counter-insurgency if there is an ongoing armed conflict or civil war. There is a sudden increase in inflammatory rhetoric and hate propaganda with the objective of creating fear of the other group. Political processes such as peace accords that threaten the total dominance of the genocidal group or upcoming elections that may cost them their grip on total power may actually trigger genocide.

Prevention of preparation may include arms embargos and commissions to enforce them. It should include prosecution of incitement and conspiracy to commit genocide, both crimes under Article 3 of the Genocide Convention.

8. PERSECUTION: Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up. In state sponsored genocide, members of victim groups may be forced to wear identifying symbols. Their property is often expropriated. Sometimes they are even segregated into ghettoes, deported into concentration camps, or confined to a famine-struck region and starved. They are deliberately deprived of resources such as water or food in order to slowly destroy them. Programs are implemented to prevent procreation through forced sterilization or abortions. Children are forcibly taken from their parents. The victim group’s basic human rights become systematically abused through extrajudicial killings, torture and forced displacement. Genocidal massacres begin. They are acts of genocide because they intentionally destroy part of a group. The perpetrators watch for whether such massacres meet any international reaction. If not, they realize that that the international community will again be bystanders and permit another genocide.

At this stage, a Genocide Emergency must be declared. If the political will of the great powers, regional alliances, or U.N. Security Council or the U.N. General Assembly can be mobilized, armed international intervention should be prepared, or heavy assistance provided to the victim group to prepare for its self-defense. Humanitarian assistance should be organized by the U.N. and private relief groups for the inevitable tide of refugees to come.
9. **extermination** begins, and quickly becomes the mass killing legally called “genocide.” It is "extermination" to the killers because they do not believe their victims to be fully human. When it is sponsored by the state, the armed forces often work with militias to do the killing. Sometimes the genocide results in revenge killings by groups against each other, creating the downward whirlpool-like cycle of bilateral genocide (as in Burundi). Acts of genocide demonstrate how dehumanized the victims have become. Already dead bodies are dismembered; rape is used as a tool of war to genetically alter and eradicate the other group. Destruction of cultural and religious property is employed to annihilate the group’s existence from history. The era of “total war” began in World War II. Firebombing did not differentiate civilians from non-combatants. The civil wars that broke out after the end of the Cold War have also not differentiated civilians and combatants. They result in widespread war crimes. Mass rapes of women and girls have become a characteristic of all modern genocides. All men of fighting age are murdered in some genocides. In total genocides all the members of the targeted group are exterminated.

At this stage, only rapid and overwhelming armed intervention can stop genocide. Real safe areas or refugee escape corridors should be established with heavily armed international protection. (An unsafe “safe” area is worse than none at all.) The U.N. Standing High Readiness Brigade, EU Rapid Response Force, or regional forces — should be authorized to act by the U.N. Security Council if the genocide is small. For larger interventions, a multilateral force authorized by the U.N. should intervene. If the U.N. Security Council is paralyzed, regional alliances must act anyway under Chapter VIII of the U.N. Charter or the UN General Assembly should authorize action under the Uniting for Peace Resolution GAREs. 330 (1950), which has been used 13 times for such armed intervention. Since 2005, the international responsibility to protect transcends the narrow interests of individual nation states. If strong nations will not provide troops to intervene directly, they should provide the airlift, equipment, and financial means necessary for regional states to intervene.

10. **DENIAL** is the final stage that lasts throughout and always follows genocide. It is among the surest indicators of further genocidal massacres. The perpetrators of genocide dig up the mass graves, burn the bodies, try to cover up the evidence and intimidate the witnesses. They deny that they committed any crimes, and often blame what happened on the victims. They block investigations of the crimes, and continue to govern until driven from power by force, when they flee into exile. There they remain with impunity, like Pol Pot or Idi Amin, unless they are captured and a tribunal is established to try them.

The best response to denial is punishment by an international tribunal or national courts. There the evidence can be heard, and the perpetrators punished. Tribunals like the Yugoslav, Rwanda or Sierra Leone Tribunals, the tribunal to try the Khmer Rouge in Cambodia, or the International Criminal Court may not deter the worst genocidal killers. But with the political will to arrest and prosecute them, some may be brought to justice. When possible, local proceedings should provide forums for hearings of the evidence against perpetrators who were not the main leaders and planners of a genocide, with opportunities for restitution and reconciliation. The Rwandan gaçaça trials are one example. Justice should be accompanied by education in schools and the media about the facts of a genocide, the suffering it caused its victims, the motivations of its perpetrators, and the need for restoration of the rights of its victims.

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Ten-Stage Genocide Template
Cambodian Genocide Sample of Student Word

For a reminder of the differences for each of these ten stages, consult the handout, “Ten Stages of Genocide” inside the Google drive folder. Include two to three paragraphs for your contribution. Be sure to add your first name and last name to each of your paragraphs. Multiple students can work on the same stages if there are careful to start their paragraphs with their names.

1. Classification:
   **Student #1** - During the rise of the Khmer Rouge, rural people were classified as the “base people” and city people were classified as the “new people.” The purpose of the classification was to clear out the city people as they were a threat to the Khmer rouge. Those classified as “doctors, intellectuals, professionals, monks, Christians, Muslims, Buddhist, Chinese, Vietnamese or another ancestry were separated from the Khmer. Their ruler, Pol Pot believed in Marxist theory where he believed that those with intelligence and has western influence was a disease to the country. After taking over, the Khmer army invaded the city and exterminated the doctors and staffs at the city hospital. They left the place in ruin as a start of their new era “year zero”. The main idea was to bring the country back to its agricultural influences of farm life.

   It was imperative that those in the Khmer Rouge wanted to destroy any existence of other culture and religion. Those who were considered educated, religious or who were not fully Cambodian were targeted in torture or extermination. If anyone goes against the Khmer rouge, they too were targeted. People were not allowed to speak their own language or practice religion of any sort.

2. Symbolization
   **Student #2** - The Khmer Rouge classified people as “base people” those that were under their control before April 17, 1975. Then gave another name to the city people as “new people.” The new people had to do more intensive labor, with less food, and worse treatment than the base people. Many children were taken away and forced to do other work. Later in 1976, the base people were classified as something new called “full rights base people.” These were people who came from cities and there had little to eat as two bowls of rice soup per day. Many of these people died from starvation.

   Later the Khmer Rouge classified people by religion and their ethnic group. They destroyed all those who were religious and was a minority. They would have the minorities to stop speaking their languages and practicing their customs. For example, the Cham Muslims were a minority in the country and were singled out for murder. Those that didn’t want to change faced consequences from the Khmer Rouge. The Cham children were taken away from their families and forced to be raised into a Khmer. These children were to not speak their language and forced to eat things that traditionally they shouldn’t. Most of the Cham were murdered and the Khmer Rouge planned to kill the rest but stopped from the invasion of the Vietnamese in 1978.
Lastly, the Khmer Rouge disrobed all the Buddhist monks, forced into horrible harsh labor, and took them out of their Buddhist ways. This was done the same to those who were Christians. The Khmer Rouge went after those who were Chinese and Vietnamese too, which they ended up killing those groups instead. The worst mass murder was on the population of the Eastern zone of Democratic Kampuchea in 1978, which was near the Vietnamese border. The Khmer Rouge believed that these individuals had “Khmer bodies but had Vietnamese heads.” Most of the people that lived here were forced into labor communes, didn't have enough to eat, overworked, and often caused death. The other people were murdered right away.

3. Discrimination:
Student #3: The Khmer Rouge was the dominant group that took over Cambodia’s capital city in 1975. They used their political power of communism to control government and all of society. The Khmer Rouge discriminated against most citizens and forced them to evacuate so they could create the new republic they had envisioned, and they discriminated against, tortured, and murdered those who spoke out against them. They pushed people out of their homes and their ways of living because they discriminated against them and only believed in their pure communist party that would take over Cambodia.

The citizens were considered the powerless group and were not receiving their full civil rights. This is evident because the Khmer Rouge forced citizens to move to labor camps and work taxing manual labor; they were abused, executed, malnourished, and stripped of any civil and voting rights. The Khmer Rouge wanted all of the power and were distrustful of anyone who they suspected had supported or worked for the previous government. This is an unjust to treat a category of people who did nothing except listen to the previous government, as they were supposed to. The Khmer Rouge were discriminatory against any minorities, and banned the use of minority languages. They wanted a new and pure Cambodian society, which discriminated against minorities, those who supported/were connected to old government, and anyone involved in industry (doctor, lawyer, student, journalist, etc.).

4. Dehumanization:
Student #3: Throughout the Cambodian genocide, the Khmer Rouge dehumanized the citizens. Minorities were pushed out of the city and banned from using their native languages, citizens were forced into labor camps, and people were executed for not supporting the Khmer Rouge and their goals. The majority group (Khmer Rouge) was taught that minorities were less than human, and acted as such by throwing them out of the country. Many Vietnamese were executed while living in Cambodia and while trying to escape, Cambodian citizens who were descendants’ of Chinese were executed, Buddhist and those who practiced religion and not atheism were executed, Cham Muslims were killed for their beliefs and culture, and more. These are all examples of how the Khmer Rouge used the citizens and their characteristics to be thought of as “alien” and less than the communist party. They thought that they were purifying the Cambodian country and people to start a new republic with those who were best.

Citizens in the labor camps were dehumanized and forced to work despite awful
and unjust conditions, disease, and malnourishment. Propaganda was utilized through magazines and radio to communicate to the Khmer Rouge who needed to be executed. Pol Pot and his followers truly believed they were the majority and powerful group that deserved to survive and rule, and anyone else of different ethnicity or race was dehumanized or executed. Pol Pot led the Khmer Rouge to purify, saw anyone else as impure, and truly thought this was right. Only the Khmer Rouge were seen as the people fit to start the new republic and rule Cambodia. Khmer Rouge dehumanized citizens by deciding who was pure and impure, and only the pure got to survive.

5. Organization:
**Student #1** - Pol Pot was the leader of the Khmer Rouge dreaming to have a country without any foreign influence in Cambodia. He destroyed all that was related to the western culture and any religious beliefs and language that was also foreign to the country. The idea was to isolate the country from the rest of the world. All the cities were evacuated, and people were sent to work in the fields with long hours, no pay and little food.

With his army of people, they terrorize the country with force. They separated families and organized them into groups based on the territory people were from. His followers handed out head worn scarfs to identify the different groups. People were also organized into groups by wearing certain color scarves, red, white and blue head scarves known as Karma. Those who wore “blue scarves” were from the eastern district of Phnom Phin and were targets to be executed.

6. Polarization:
No student selected this item

7. Preparation:
No student selected this item

8. Persecution:
No student selected this item

9. Extermination:
**Student #2** - According to the censuses taken by the Cambodian Genocide Project in Cambodian villages, the Khmer Rouge violently murdered 1.7 million people to 2.2 million people, from the population of 8 million. Half a million to a million were intentionally murdered, and many faced horrible punishments. Many individuals who were well educated, spoke other languages, religious, were marked out for murder. The Khmer Rouge executed all teachers, doctors, lawyers, soldiers, and government officials. The Khmer Rouge leaders read the Marxist theorists from people like Mao-Tse-tung. As Mao’s communist terrorized China, the Khmer Rouge decided to use the same plan onto Cambodia. The Marxist theory teaches that revolutions must be violent and class enemies must be eliminated.
The Khmer Rouge kept records in their extermination prisons, as they tortured their victims and made them reveal other names of those who are in network of class enemies. Once the information was given, they would find the person and torture or kill the person. The Khmer Rouge also took photos of each victim of the Tuol Sleng prison, including the children that was there. If you were found to be linked with another person, you would die. The Khmer Rouge’s policy was to kill the entire family and leave nobody behind. The Khmer Rouge would kill doctors and nurses in hospitals, leaving pregnant women to die with their newborn babies. A children hospital became a grave site after the caretakers were taken away, leaving the children to die in there.

The final extermination is the one known the most, which is the killing fields. The Khmer Rouge would have their victims dig out trenches or pits and then have them line up along the edges. After this the Khmer Rouge would use harsh bludgeon force or stabbed them to death. The victim’s body would fall into the pits and the dirt the victim dug out would be poured onto them. However, some victims would still be alive but buried beneath the dirt to die. There were a couple of killing fields throughout the Khmer Rouge’s dictation. To this this day, the fields are used as a tourist site and a company is trying to find the bodies of these people, although there are so much that it’s hard to figure out who's who.

**Student #4:**
During the time period of 1975-1979 when the Khmer Rouge Regime took over Cambodia, the Khmer Rouge had a goal of executing anyone who they believed had a connection with former government, professionals, intellectuals, minorities, religious individuals who did not believe in atheism, and so on. They would forcefully make individuals leave the cities with a goal of purifying the country in all aspects such as politically, socially, and ethnically.

The stage of execution can be described as the victims of the genocide being separated/moved away from the non-victims due to the aspects described in the paragraph above and this is where the killings/murders begin. For this genocide, the place of extermination is best known as the “killing fields”. There were a number of these killing fields located within Cambodia where the murders took place. “At least 200,000 people were executed by the Khmer Rouge, while estimates of the total number of deaths resulting from Khmer Rouge policies, including disease and starvation, range from 1.4 to 2.2 million out of a population of around 7 million” (Mass Killings Under Communist Regimes).

**10: Denial:**
**Student #4:** As we learned from our readings/lecture this week, Cambodia suffered a major genocide at the hands of the Khmer Rouge Regime which was the communist party of Kampuchea. Pol Pot was an individual who had a lot of control over the Khmer Rouge Regime. When they took over Cambodia in 1975 and lasted until 1979. Their goal once they took over was to turn the country into a socialist agrarian republic, forcing people of the cities to go work on communal farms in the countryside. In 1976, the Khmer Rouge changed the name of the country completely to indicate the start of a new republic.
After the Khmer Rouge Regime took the lives of over 1.5-3 million innocent people, the Vietnamese invasion in 1979 finally put an end to the genocide in Cambodia. The leaders responsible for the genocide were put on trial and eventually convicted of the genocide. Nuon Chee (one of the main leaders and also best known as the second brother) and Pol Pot both denied all charges and responsibility for the Cambodian Genocide. The stage of denial is the final stage and it always follows up after a genocide occurs.

In this situation particularly, there was a belief called Cambodian Genocide Denial in which many Western academics proposed that they believed the action done by the Khmer Rouge were much exaggerated. Once a large amount of evidence was discovered, all of the denials started to decrease because they simply couldn’t argue any longer with the extensive amount of evidence discovered.
Materials for Student Use During Simulation
Genocide Investigative Report

**Learning Goal:** Understand the natural progression of genocides. Understanding the pattern provides an opportunity to stop these events before persecutions and deaths occur by recognizing the early stages of genocides. With the limited time for this activity, it is not expected that you will have an in-depth knowledge of the genocide. *The goal is to understand the ten-stage pattern that tragically genocides follow.*

**Method:** Use the ten-stage template for genocides developed by the *Genocide Watch* organization. Apply it to a recent or present-day genocide to understand the specific stages of genocides and the relationship of each of the stages with each other. You assume the role of an investigator for the International Criminal Court (ICC), [https://www.icc-cpi.int/](https://www.icc-cpi.int/)

The ICC is an intergovernmental organization and international tribunal that sits in The Hague in the Netherlands. The ICC has the jurisdiction to prosecute individuals for the international crimes of genocide, crimes against humanity, and war crimes.

**Time Expectation:** We would have normally spent two hours in class on this activity. Therefore, allocate that much time between Wednesday afternoon and Thursday evening.

**Course Instructor Involvement:** If you work on this activity in the morning, afternoon, or early evening, the course instructor will provide feedback by placing comments into the shared Google document. There is no need to “resolve” the comments made by the instructor. They are provided to give you feedback. If you have questions, send an email to the course instructor at arendale@umn.edu A Google Hangout or Skype call could also be arranged.

**Small Group Responsibility:** While you share a common Google document among other students, your grade is solely dependent on your work. You work in a small group so it is easier to see what other students are doing and perhaps receive some encouragement and ideas. The other small group Google documents are open to view as well.

**Preparation for the Online Activity:** Carefully study the background reading on the *Ten Stages of Genocide* available on the Moodle site and the Google drive folder. This document makes clear what each of the ten stages. This is the detailed information used for the first video lecture of the unit.

**Materials Needed:** The following items are essential for you to refer while you complete this online activity. Have them open on your computer as you help complete the common Google document.

1. Background reading on “Ten Stages of Genocide”
2. Open Google folder for “CI 1150 Fall 2018”
3. Once inside of the class folder, select “Understanding the Stages of Genocide” folder
4. Once inside of that folder, open the document “Brief Summary of Recent Genocides”. You decide which one you want to learn more about. Some options will only have one or two students and other many more.
5. Once you make your decision of which genocide to learn more about, open the file folder with the same name.
6. Once you are inside your selected genocide folder, read the “Specific Assignment Instructions” document first.
Specific Assignment Instructions
Genocide Online Research Project

1. Your assignment responsibility will be to write information about **two of the ten-stages of genocide**. It will be your choice of which two to select. Depending on the number of students who select the particular genocide, students may select different stages or may work independently on the same stages. Be sure to place your first and last name at the beginning of each paragraph that you write.

2. Summarize information from the documents provided through this Google folder or other internet sources. The “Genocide Information Websites” document provides a sample of places that you may find useful information.

3. Depending on which genocide topic you select, there may be anywhere from one to four documents from Wikipedia provided for you. It is **not** expected that you carefully read each document that is available or even read them at all. In some cases, those documents can be ten pages or in a few cases nearly 100. Skim the documents to locate useful information. Wikipedia documents provide an outline of the article on the first page of the document. These documents along with the website sources are provided as a resource for you to consider rather than just expecting you to start with a general Google search on the topic and a blank computer screen.

   **The goal of this learning activity is understanding the ten-stages of genocide and not a comprehensive understanding of the genocide.**

4. Your summarized information is to be placed inside the shared Google document for the genocide topic inside the folder named “Ten-Stage Genocide Investigative Report Form”. There is no need to provide references or web site addresses where your information comes from.

5. The expectation is that you will provide **three paragraphs for each of the two stages** that you select. It may be that some stages are left blank on your shared worksheet. There is no penalty to the group if that occurs.

6. Feel free to contact me with questions on this assignment, arendale@umn.edu
Brief Summary of Recent or Present-Day Genocides

Some of these web sites are sponsored by advocacy organizations and may contain highly opinionated and perhaps biased statements.

**Armenian Genocide**, [https://cla.umn.edu/chgs/holocaust-genocide-education/armenia](https://cla.umn.edu/chgs/holocaust-genocide-education/armenia)
The Armenian Genocide unofficially began with the arrest of 250 Armenian intellectuals by Turkish officials on April 24, 1915. Over the next several years a series of systematic deportations and mass executions along with intentional starvation would cause the deaths of more than 1 million Armenians. The aftermath left the remaining Armenian population scattered, resulting in one of the greatest diasporas in the twentieth century.

**Bosnian Genocide**
Beginning in 1991, Yugoslavia began to break up along ethnic lines. When the republic of Bosnia and Herzegovina (Bosnia) declared independence in 1992 the region quickly became the central theater of fighting. The Serbs targeted Bosniak and Croatian civilians in areas under their control in a campaign of ethnic cleansing. The war in Bosnia claimed the lives of an estimated 100,000 people.

**Cambodian Genocide**, [https://cla.umn.edu/chgs/holocaust-genocide-education/cambodia](https://cla.umn.edu/chgs/holocaust-genocide-education/cambodia)
Lasting for four years (between 1975 and 1979), the Cambodian Genocide was an explosion of mass violence that saw between 1.5 and 3 million people killed at the hands of the Khmer Rouge, a communist political group. The Khmer Rouge had taken power in the country following the Cambodian Civil War. During their brutal four-year rule, the Khmer Rouge was responsible for the deaths of nearly a quarter of Cambodians.

**Darfur Sudan Genocide**
Over a decade ago the Government of Sudan carried out genocide against Darfuri civilians, murdering 300,000 & displacing over 2 million people. In addition to the ongoing crisis in Darfur, forces under the command of Sudanese President Omar al-Bashir have carried out attacks against civilians in the disputed Abyei territory, and the states of South Kordofan and Blue Nile.

They are an ethnic group, the majority of whom are Muslim, who have lived for centuries in the majority Buddhist Myanmar. Currently, there are about 1.1 million Rohingya in the Southeast Asian country. They are not considered one of the country's 135 official ethnic groups and have been denied citizenship in Myanmar since 1982, which has effectively rendered them stateless. Since the 1970s, a number of crackdowns on the Rohingya in Rakhine State have forced hundreds of thousands to flee to neighboring Bangladesh, as well as Malaysia, Thailand and other Southeast Asian countries. During such crackdowns, refugees have often reported rape, torture, arson and murder by Myanmar security forces.

The Rwandan Genocide represents one of the largest explosions of mass violence in modern history. Over the course of a 100 day period between April and July 1994, as many as a million ethnic Tutsi and moderate Hutu men, women, and children were slaughtered by members of the Hutu majority.

**Somalia Genocide**
The Isaaq genocide or "Hargeisa Holocaust" was the systematic, state-sponsored massacre of Isaaq civilians between 1988 and 1991 by the Somali Democratic Republic under the dictatorship of Siad Barre. The number of civilian deaths in this massacre is estimated to be between 50,000-100,000 according to various sources, whilst local reports estimate the total civilian deaths to be upwards of 200,000 Isaaq civilians.
Genocide Information Websites

These websites have search engines that allow identifying relevant information related to the genocide. Not all are comprehensive for the genocides with this assignment. Some of these websites are sponsored by advocacy organizations and may contain highly opinionated and perhaps biased statements.

Extensive information is provided by articles from Wikipedia. These are located inside folders within the Google drive folder for this assignment. Some of those articles are short, some as large as 100 pages. For an assignment like this, skim read the larger articles to find relevant information for your talk. If you are more interested, go back and read the longer articles when you have the time.

**AEGIS: Preventing Crimes Against Humanity**, [https://www.aegistrust.org/](https://www.aegistrust.org/)
The Aegis Trust has a clear mission – to work towards the prediction, prevention and ultimate elimination of genocide. We do this primarily through research, education and the dissemination of information and advice.

The organization reports on a wide variety of human rights abuses around the world. Use the search engine (upper right hand corner) to search for specific genocides.

**Center for Holocaust and Genocide Studies, University of Minnesota**, [https://cla.umn.edu/chgs](https://cla.umn.edu/chgs) 214 Social Sciences Building, West Bank Campus. While the online information sources are limited, you may find this a useful resource for research projects for future courses or your own investigations. The materials can be reviewed at their office on the West Bank of UMN. The Center also employs some students to assist with research.

*Genocide Watch* exists to predict, prevent, stop, and punish genocide and other forms of mass murder. Our purpose is to build an international movement to prevent and stop genocide.

**Genocide Interactive Map**, [https://www.click2map.com/v2/H3llo/Genocide_Prevention](https://www.click2map.com/v2/H3llo/Genocide_Prevention)
Using Dr. Stanton’s 10 Stages of Genocide, this interactive map highlights areas that are currently on genocide alert. Click on a country to view its status. Scroll to zoom in.

Use the search engine (top left side of the page) to search for specific genocides. The NY Times is known for its excellent coverage of international news.

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The web links below are offered as starting points for an internet search of more information about the genocides. There are many other web sites available. Some of these web sites are sponsored by advocacy organizations and may contain highly opinionated and perhaps biased statements.
Armenian Genocide
- Armenia overview, https://cla.umn.edu/chgs/holocaust-genocide-education/armenia
- Armenian National Committee of America, https://er.anca.org/

Bosnian Genocide

Cambodian Genocide

Darfur Sudan Genocide
- Act for Sudan, https://actforsudan.org/
- People4Sudan, http://www.people4sudan.org/

Rohingya Muslims of Myanmar Genocide

Rwanda Genocide

Somalia Genocide While most of the other genocides have numerous information web sites, there is less information available about the Somalia genocide. With so many Somalia students at UMN, I thought it a mistake to overlook their history.
- Somalia Genocide Overview, http://endgenocide.org/conflict-areas/somalia/
- Short overview, http://combatgenocide.org/?page_id=150
Optional Readings from Wikipedia

These publications are copyright free under the Creative Commons agreement for all entries in Wikipedia. There is argument among some about the interpretation of these genocides. These publications offer a beginning for exploration of the topic. The references at the end of the articles often have web links to those articles. These articles are continually updated as noted by the revision date on each.

General Genocide Information


Armenian Genocide


Bosnian Genocide


Cambodian Genocide


Darfur Sudan Genocide

War in Darfur, https://en.wikipedia.org/wiki/War_in_Darfur

Rohingya Muslim Genocide in Myanmar

Rwandan Genocide
- Rape during the Rwandan genocide, https://en.wikipedia.org/wiki/Rape_during_the_Rwandan_Genocide

Somalian Genocide
Genocide Investigative Report

Be sure to add your first name and last name to each of your paragraphs. Use information from the articles and websites for your three-paragraph responses to each of the ten stages of genocide. Each student only selects two of the ten stages. There is no penalty if other sections are not selected.

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<th>1. Classification:</th>
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<th>2. Symbolization:</th>
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<th>3. Discrimination:</th>
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<th>4. Dehumanization:</th>
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<th>5. Organization:</th>
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<th>6. Polarization:</th>
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7. Preparation:

8. Persecution:

9. Extermination:

10. Denial:
Materials for Use During Debrief Session Afterwards
Reflection on Genocide Investigative Learning Activity

Please type your name:

Provide one-paragraph responses for each of the following questions.

1. What history forces had the most influence on the genocide that you studied? Why were they influential?

2. What did you learn from this experience about the genocide that you did not know before?

3. What suggestions do you have to improve the history simulation to make it more meaningful for you as a learning experience?