

E-wareness!

**Genocide and Human Rights Institute
Teaching Ideas and News
Northern Illinois University**

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Welcome to the third issue of E-wareness! This is our longest issue yet and the email list keeps growing. If you have a friend who would like to receive this bulletin, please feel free to forward this on and have them email me their address (send it to jbowersi@niu.edu).

Please let me know what you are doing in the classroom and in the community. I would love to be able to publish a whole series of announcements on curricular and social actions that you employ to reach your students and a wider audience on these important issues. Did you know that today, this very day, another 5,000 people died as a direct result of genocide, its lasting consequences, or human rights violations? Surely we can and must do something to stop this. Education is one essential path to ending these injustices!

1. Illinois Genocide Mandate—Update

Two years after the passage of HB0312, the Illinois State Board of Education (ISBE) is no closer to promoting and supporting the mandate to teach an expanded genocide curriculum than it was prior to the passage of the bill. Two years have passed, genocides continue, the legislation is more important now than ever, and the state agency responsible for promoting awareness and education has not yet done a single thing to recognize the legislative mandate, promote awareness among school district personnel, or seek the help of the teaching and learning

community to develop a single piece of related curriculum and teaching materials. A visit to the ISBE website (http://www.isbe.state.il.us/ils/social_science/mandates_2.htm) listing all state mandates in the social studies quickly reveals that nothing has changed. It is as if the mandate does not even exist. While the Holocaust mandate still exists (as it should) the law clearly amended that mandate and put forth a list of genocides (though by no means exclusive) that are to be taught in Illinois public schools. This is, simply put, a failure on the part of the ISBE.

I encourage you to contact ISBE (<http://webprod1.isbe.net/contactisbe/>) and urge them to put this matter on their agenda. Contact your state legislators (Senators and Representatives) and urge them to raise this matter before the committee overseeing education.

2. A Divided Cyprus—Update.

The island of Cyprus continues to be divided between the Greek Cypriot and Turkish Cypriot communities. Since 1960 the Republic of Cyprus has existed as a member-nation of the United Nations and has been recognized throughout the world. Since 1974 they have not had control of the northern third of the island due to the presence of Turkish troops and the 1983 unilateral declaration of the Turkish Republic of Northern Cyprus. Recent developments have seemed to confirm that the division is not just territorial but one that exists in the hearts and minds of the peoples on both sides of the Green Line. In late August there was a meeting between the two presidents but the conversation stalled, just as it has in the past, over practical issues and the continuing struggles with the developments in both regions. Just this past month the United States demanded that the UN appoint a new commissioner to Cyprus, one who would jumpstart the long-stalled negotiations for reunification. Both sides claim that they want reunification, but it is clear that both sides are also holding a very strident line on what that reunification will look like. In this matter, history is one of our best guides. The Greek Cypriots want a return to full sovereignty for the Republic and the restoration of most of the terms of the 1960 Constitution. The changes they would like to see include removing the ability of the Turkish Vice-President (the Constitution created a Presidency always held by the Greeks and a Vice-Presidency always held by the Turks) to have a veto over important matters of state and eliminating the mandated representational ratios in the legislature that gave the Turkish community 30% of the seats and half of the Supreme Court seats. The Turkish community, meanwhile, is not going to be content with “minority rights” for they fear that the Greeks will not abide by such principles and that there will be no assurances of their protection and enforcement. They claim that the 1960 Constitution was inherently flawed and wish, instead, to have a bi-zonal, bi-communal nation where each side is sovereign over their community and over specified territory, but unit in matters of international diplomacy, defense, and other matters of state such as Olympic participation.

J.D. Bowers, at NIU, is continuing to work with representatives from both communities on the historical issues—historical memory, commemoration, and the legacy of nationalism—and hopes to bring forward programs that educate citizens of the United States on this issue. Plans are in the works for a possible study abroad program for NIU students as well as seminars and symposiums that explore the dimensions of conflict and division.

3. Ideologies of War, Genocide, and Terror International Interdisciplinary Seminar and Book Series.

In cooperation with Dr. Richard Koenigsberg and the Center for the Study of War, Genocide, and Terrorism in New York City, the GHRI will co-sponsor an International Interdisciplinary Seminar for scholars beginning in the Spring of 2008. This series of seminars will bring together scholars from the fields of history, anthropology, psychology, political science, sociology, military studies, religious studies, and cultural studies in a workshop setting with the goal to illuminate the sources and meanings of violence as perpetrated through war, genocide and terrorism. The papers presented will be compiled in a volume for publication, *Dying and Killing for Nations: The Meaning of Warfare in the Twentieth and Twenty-first Centuries*. While the seminar topic for the spring will focus on war, the topics will rotate so that genocide will be discussed during the summer and terrorism in the fall. New scholars will be invited every semester and select participants will participate in a public lecture series associated with the seminar. Watch this newsletter for announcements about the upcoming Spring Seminar, including the schedule and opportunities for you on how to attend and benefit from this unique international symposium.

4. Is genocide political?

Donald Bloxham's 2005 book, *The Great Game of Genocide: Imperialism, Nationalism, and the Destruction of the Ottoman Armenians* (Oxford University Press) has garnered a great deal of attention. One scholar has gone so far as to call it the seminal work on the subject of the Armenian genocide. Bloxham puts the Armenian genocide into the larger international context of genocidal response and recognition. He goes much further than many previous authors, save Roger Smith and Richard Hovanissian, in his denunciation of the "deniers". Bloxham calls those who avoid the term "genocide" to describe the events in Turkey between 1915 and 1923, "obscufators" at best and outright liars at worst. He is also better than most in explaining how and why a modern-day Turkey continues to hold to such a position given the possible international and national ramifications. In a footnote he states "the only one hurt by this is Turkey" as he discusses how other nations have come to terms with the genocidal events in their past. Needless to say, such a position has also garnered him his share of critics. In a rare public pronouncement, Yücel Güçlü, First Counsellor at the Turkish Embassy in Washington, D.C. denounced the book in *Middle East Quarterly* (vol. 13, no. 2, Summer 2006). Güçlü challenges the book on the grounds that its research was done exclusively in western sources (none in the Turkish archives), that its premise is biased, and, despite its grandiose title its narrow focus neglects the wider context of the events that implicate the Armenians in massive unrest, riots, and plots to overthrow Turkish authority. It is clear that the debate over Armenia will continue as both sides wrestle with the implications of the events surrounding the death of nearly 75% of the Armenian people before, during, and after World War I.

5. Cambodian Genocide Workshop

The Cambodian American Heritage Museum & Killing Fields Memorial, the Genocide Education Network of Illinois and the Illinois Holocaust Museum and Education Center for a full-day, interactive workshop focusing on the history of genocide and exploration of universal questions of response, punishment and prevention. This interactive day will include pedagogical breakout sessions, connections to state standards as well as a plethora of ideas to take back into your classroom. Participants will have the opportunity to hear from genocide survivors, leading scholars and educators, and will receive tools and knowledge to assist in teaching about genocide in the classroom. The workshop will be Thursday, November 1, 2007 from 8 AM to 3 PM at the Cambodian American Heritage Museum & Killing Fields Memorial in Chicago.

6. Books for Students

One series of readings worth exploring for use in your classroom with students in grades 6-12 is the *World in Conflict* series from Lerner Publishing. This series has books that cover the genocide, human rights, and sovereignty cases in Bosnia, Cyprus, East Timor, Haiti, Kurdistan, Northern Ireland, Quebec, Rwanda, South Africa, Sri Lanka, Sudan, and Tibet. While the series is out of print (the last volumes were issued in 2001) they are still available (cheaply) through Amazon.com booksellers. Written for seventh through tenth grade students these books are highly readable, very informative, and all have a similar structure—an opening chapter on the modern crisis, then detailed historical accounts that come all the way back to the present. With a chronology, glossary of important terms, and engaging sidebars, these works would be an excellent resource to provide the foundational information for any of the case studies. I have spoken with the acquisitions editor and have urged them to consider reissuing and updating the series. I will let you know their response when I get one. They will be issuing a new series this fall on “Dictatorships” which may also be of interest. The four volumes in the first run include *Fidel Castro’s Cuba*, *Kim Jong Il’s North Korea*, *Mao Zedong’s China*, and *Robert Mugabe’s Zimbabwe*. For more information see <http://www.lernerbooks.com>.

7. Rosie’s Story: Teaching Conflict Resolution

Reprinted with permission from *The Legal Circle*, Constitutional Rights Foundation-Chicago, Fall 2007, p. 5. For the full article and more information on this exciting program, see <http://www.crfc.org/pdf/circle0907.pdf>

Little red haired and freckled Rosie wishes she looked like everyone else at school. The children at her new school tease her. She does not like to be called Dragon’s Breath and Firecracker. Rosie can’t even do her work because her head aches from sadness. Finally, through a class activity a “real” resolution to this problem is achieved.

The Constitutional Rights Foundation Chicago’s *Primary VOICE* lesson based on *Rosie’s Story* helps students develop conflict resolution skills. *Primary VOICE* units also include lessons that develop skills related to Governance, Responsibility, and Participation.

For books dealing with issues of governance CRFC recommends *Being With You This Way*, *Miss Nelson is Missing*, and *Lily's Purple Plastic Purse*. For books on responsibility look into *Zinnia and Dot*, *Bently and Egg*, *Henry and Mudge*, *The Berenstein Bears*, *I'll Always Love You*, *Hope*, and *Pedrito's Day*. Besides *Rosie's Story*, CRFC also suggests *Jamaica and Brianna*, *Lionel and Amelia*, and *Three Wishes* to illustrate conflict resolution. *Goldilocks Returns*, *City Green*, and *Pearl Moscowitz's Last Stand* are all excellent resources for teaching and learning about participation.

...Thanks to the continuing support from the Polk Bros. Foundation over 40 new *Primary VOICE* teachers have been provided with the materials and professional development necessary to successfully implement this program into their classrooms... For information on how to become involved contact Marlene Stanley, (312)-663-9057 x 219, Stanley@crfc.org.

This type of program sounds like it would be an excellent way to carry forward many of the issues that are covered during the Summer Institute for Teachers on how to apply the mandate in the elementary classrooms. For those of you who have read our previous issues you will know that Christina Meyers, Rockford Public Schools, has already developed a teaching unit for first grade that revolves around instruction in such principles and ideas. Thanks to CRFC it looks like a wider movement is afoot.

8. Institute Outreach

Speaking of Christina Meyers, she is currently serving as an Educational Ambassador in the United Arab Emirates for the academic year, assisting principals and other administrators in the UAE develop and enhance their educational programs. She has written to inform us that she is maintaining a blog detailing her stay and experiences. You can find these entries at the following web address: www.srameyer.blogspot.com

Julie Lamb and Nancy Keiser used a great deal of the materials, powerpoints, and lessons from the Institute in 2006 as part of a presentation to educators on teaching genocide. The Powerpoint will be posted on the forthcoming, new GHRI website.

JD Bowers and Tony Guzzaldo will present "Teaching Genocide for the 21st Century" at the upcoming NCSS meeting in San Diego. The materials from the presentation will be made available soon on the website.

Have you done any outreach lately? Please write and tell us about it!

9. "Is Capitalism Good for the Poor?" Upcoming Human Rights Seminar

The GHRI, NIU Secondary Teacher Certification Program, the Illinois Council for Economic Education, and the Foundation for Teaching Economics are jointly sponsoring a one-day seminar, on Saturday, February 9, 2008, entitled "Is Capitalism Good for the Poor?" This seminar will examine the human rights issues in terms of the principles and practices of capitalism, with an emphasis on case studies drawn from throughout the world.

Please send your mailing address to JD Bowers at jbowersi@niu.edu for a registration flyer.
Registration deadline in January 10, 2008!

Registration is a \$25.00 check made out to FTE that will be returned to you upon completion of the seminar. So really, the only way you pay is if you register and do not show up! In exchange you will be treated to a lively series of discussions, demonstrations, lesson materials review, a free lunch (yes, there is such a thing), and take home materials to incorporate in your classroom. These FTE programs are fantastic and we are pleased that we can now be a part of bringing this important professional development opportunity to you.

10. The Center for the Study of War, Genocide, and Terrorism.

One of our growing list of program co-sponsors and partners is the newly named Center for the Study of War, Genocide, and Terrorism. The CSWGT is located in New York City and run by the renowned Holocaust scholar, Dr. Richard Koenigsburg. You are encouraged to visit their web site for more readings and teaching ideas: <http://www.ideologiesofwar.com/>

11. Mark Danner, author, to speak!

This year's Northern Illinois University W. Bruce Lincoln Lecturer will be Mark Danner. We do not yet have a title for his address, but I thought you might want to mark your calendars now.

The lecture will be in Altgeld Auditorium on Wednesday evening, 14 November, at 7:30 p.m.

Mr. Danner is Professor of Journalism in the Graduate School of Journalism at the University of California, Berkeley, and the Henry R. Luce Professor of Human Rights and Journalism at Bard College. He is also a contributing writer to the *New Yorker* and to the *New York Review of Books*. In 1999 he was named a MacArthur Fellow. Other recent awards include (in 2006) the Carey McWilliams Award presented by the American Political Science Association "to honor a major journalistic contribution to our understanding of politics" and (in 2004) an Overseas Press Award, the Madeline Dane Ross Award for "Best international reporting in any medium showing a concern for the human condition," for his book, *Torture and Truth: America, Abu Ghraib and the War on Terror* (New York Review Books, 2004). In addition to *Torture and Truth*, Danner is the author of five other books: *Beyond the Mountains: The Legacy of Duvalier* (Pantheon, forthcoming); *The Saddest Story: America, the Alliance and the Catastrophe in the Balkans* (Pantheon, forthcoming); *The Secret Way to War: The Downing Street Memo and the Iraq War's Buried History* (New York Review Books, 2006); *The Road to Illegitimacy: One Reporter's Travels through the 2000 Florida Vote Recount* (Melville House, 2004); and the seminal work (with primary source documents), *The Massacre at El Mozote: A Parable of the Cold War* (Vintage, 1994)

In 1994 he received an Emmy Award from Academy of Television Arts and Sciences for Outstanding Background/Analysis of a Single Story, "While America Watched: The Bosnia

Tragedy," ABC News Peter Jennings Reporting, March 17, 1994. (Producer). The same year the Latin American Studies Association (LASA) gave him the Special Media Award For Outstanding Coverage of Latin America for "The Truth of El Mozote," published in *The New Yorker* (December 6, 1993).

The lecture is sponsored by the Department of History, joined by Department of Communication, the College of Liberal Arts, and the Graduate School as co-sponsors.

12. New book by Samantha Power!

Samantha Power has a new book due out in December. *Darfur, Darfur* will prove to be an insight-filled look into the ongoing genocide.

13. Book Recommendations for Teachers

A stunning philosophical work that I want to refer you to, that really stands as a classic, is **Sven Lindqvist's "Exterminate All the Brutes": One Man's Odyssey into the Heart of Darkness and the Origins of European Genocide**. Simply put, you should read this book. Its dimensions are different from normal examinations of genocide in that it is truly an odyssey as he seeks to rectify his understanding of Joseph Conrad's literary writings with the actual genocides that it reflected and foreshadowed. This book is one that will make you a better person for having read it.

Look forward to our next issue when we review **Ben Kiernan, *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*** a newly released book from Yale University Press! At 724 pages you will come to understand why it will take a month or so to review the book.

14. Teaching Videos on YouTube

You can now watch United Nations Human Rights Commission (UNHCR) educational videos on YouTube. The link is: <http://www.youtube.com/profile?user=UNFugeeMovies>

The topic of refugees is one of growing importance especially as related to continuing human rights violations that follow from genocides and genocide as a root cause of some of the biggest migrations and refugee movements in world history. You should also seek to visit the UNHCR website to find out more information, sign up for their email alerts, and get lesson plans. They have some great documentary resources and readings that they will gladly send you.

15. Stop Domestic Violence! Safety is a human right!

Every 2.5 minutes someone in the US is sexually assaulted. One in three teens knows someone who has been physically hurt by a dating partner.

October is Domestic Violence Awareness Month: Give Hope, Change Lives. End Domestic Violence—stop the pattern of isolation and abuse. Talk to your students about this very real and ever present danger to their own safety.

16. US Senate Subcommittee on Human Rights

Earlier this year the US Senate, for the first time in our nation's history, formed a Human Rights Subcommittee. It is headed by Illinois Senator, Richard Durbin. Its inaugural hearing, which included testimony from Don Cheadam, Sen./General Romeo Dallaire, and others can be found online by using the following link:

Author: [United States. Congress. Senate. Committee on the Judiciary. Subcommittee on Human Rights and the Law.](#)

Title: Genocide and the rule of law : hearing before the Subcommittee on Human Rights and the Law of the Committee on the Judiciary, United States Senate, One Hundred Tenth Congress, first session, February 5, 2007.

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End genocide now!*