

Those Who Forget the Past...

To understand Genocides in the 20th & 21st Centuries

**A pathfinder for Wheeling High School's
Introduction to Literature, Composition, and Oral Communication classes**

Do you need help finding information for your freshman research paper? This tool will guide you to valuable sources in our high school library's collection about the following 20th and 21st century genocides: Armenian, the Holocaust, Bosnian, Cambodian, Rwandan, and the Sudanese. These sources will give you insight about the historical, cultural, geographical, and worldly impact each genocide had as well as help you write your paper.

REFERENCES:

The following reference books and print resources are excellent sources for detailed overviews of modern genocides and human rights. Each can be located by its Dewey decimal number. To find more information about the following titles or to reserve one, go to the WHS library's online catalog at <http://sirs2000.d214.org/uhtbin/cgisrsl/Wed+Feb++2+14:59:31+CST+2005/SIRSL/0/49>.

Encyclopedia of Genocide and Crimes against Humanity (R 364.151 ENC V.1)

Edited by Dinah Shelton, 2004, hardback and online database

This encyclopedia's more than 350 articles provide a wide range of reference material—in addition to cross-references—on genocide and crimes against humanity, including perspectives from perpetrators and victims, acts and consequences, cultural memory and representation, international institutions and laws. Unlike many of its counterparts, this encyclopedia includes primary documents, black-and-white illustrations, a filmography, and useful sidebars on an extensive range of genocides, not just the Holocaust.

Human Rights Encyclopedia (R 323.03 HUM V.1)

Edited by Carl Skutsch and James Lewis, 2000, hardback

This illustrated A-Z reference includes 600 signed articles, many by leading experts in the field, and was compiled with special emphasis on the impact of the 1948 United Nations Declaration of Human Rights. The set provides a country-by-country analysis of each nation's approach to human rights. It also includes detailed examinations of such crucial topics as torture, slavery, asylum, genocide, hostages, indigenous peoples, freedom of the press, and the right to education.

Human Rights in the United States: a dictionary and documents (R 342.085 CAR V.1)

Written by Rita Cantos Cartwright and H. Victor Conde, 2000, hardback

A comprehensive introduction places the history of human rights in the United States in an international context. The core of the work is 240 dictionary entries that discuss the significance of each term, give examples, and cite appropriate documents and court decisions. Terms covered range from asylum, crimes against peace, and cultural relativism to genocide, hate crimes, and torture.

PRINT RESOURCES:

The Burning Tigris: the Armenian genocide and America's response (956.62 BAL)

Written by Peter Balakian, 2004, paperback

A detailed account of the "hidden holocaust" sewn together from archival research and the testimony of survivors, this selection also documents another tragedy: America's response to the crisis.

Century of Genocide: Critical Essay and Eyewitness Accounts.

(located behind reference desk; available upon request)

Edited by Totten, Samuel and William S. Parson and Israel W. Charny, 2004, hardback

With primary documents, eyewitness accounts, and maps, this collection provides a framework for analyzing and comparing the various historical genocides in Armenia, Bangladesh, Burundi, Cambodia, East Timor, the Holocaust, Indonesia, Rwanda, South-West Africa, Ukraine, Yugoslavia, the Kurds in Iraq, and others; moreover, it includes a section on the intervention and prevention of genocide. Through the scholarly analyses, historical data, and eyewitness accounts provided, this collection compellingly and clearly explains the causes and effects of the genocides and invalidates any notion that these genocides did not occur.

The Forgotten Victims of the Holocaust (940.5318 ALT)

Written by Linda Jacobs Altman, 2003, hardback

With simple clarity, these titles provide statistics and searing eyewitness accounts of what happened to more than 5 million Poles, Russians, Gypsies, homosexuals, and the disabled during the Holocaust in addition to a clear overview of Hitler's genocidal plan and its implementation in the ghettos, roundups, and camps.

Genocide: Modern Crimes against Humanity. (304.663 JAN)

Edited by Brendan January, 2006, hardback

This title describes the genocides of six different people—the Armenians, the Jews of the Holocaust, Cambodians, the Tutsis of Rwanda, the Muslims of Bosnia, and Darfur tribes of Sudan—through historical chronicles, survivor and witness accounts, timelines, citations for further readings, photographs, and maps. Because of the variety of formats and ease of readability, this reference book allows one to easily compare and contrast information in order to draw conclusions and make connections.

The Genocide Reader: the Politics of Ethnicity and Extermination. (304.663.GEN)

Written by Marnie McCuen, 2000, hardback

This book presents a well laid out survey of the issues and ethics involved with genocide, particularly in the contemporary framework of "ethnic cleansing". The Point - Counterpoint format assists readers in developing independent reasoning skills, recognizing editor and author bias, evaluating sources, and assessing stereotypes.

ONLINE DATABASES:

To access these databases, go to the Wheeling High School's Library home page at <http://whs.d214.org/results/whslibspecial/>. Then click on the "214 Library Resources" link on the left. All databases will be listed. To access at school, just click on the desired database. To access outside of school, click on the "Database password" link on the top right and enter the appropriate password (214).

When searching the databases, use specific search terms and use a variety of them in order to locate the best possible articles. Here are some examples of search terms: "Armenia AND genocide;" "conflict in Darfur;" "refugee AND Rwanda;" "genocide AND effects;" "Khmer Rough AND genocide;" etc.

Electric Library

Provides full text access to general information resources from more than 1000 magazines, newspapers, reference books, and transcripts. It also includes thousands of pictures, maps, and audio/video clips. Especially useful for information on the Bosnian, Sudanese, and Jewish genocides.

FirstSearch

Collection of fifteen databases including HWWilson databases that provide full-text for thousands of articles. Useful for information about Darfur.

Infotrac

A general interest periodical database that include citations and full-text for thousands of articles from magazines, books, and newspapers. This general database also links to the online version of *Encyclopedia of Genocide and Crimes against Humanity*. Useful for information on all genocides.

Opposing Viewpoints

As an online library of current event topics, this database includes statistics, government data and, most importantly, Viewpoint articles which frameworks allow students to explore each topic's many facets. This is the most useful database for finding information about contemporary genocides.

WEB SITES:

The following Internet resources provide excellent general information, some primary documents, and links to more sites about a number of contemporary genocides.

Armenian National Institute.

www.armenian-genocide.org/genocide/html.

Dedicated to the study, research, and affirmation of the Armenian genocide, this site provides educational resources for teachers, research materials—photograph, chronologies, archival documents, etc.—, international resolutions, proclamations, and reports affirming this genocide as well as maps, background readings, and a list of related organizations.

The Center for Holocaust and Genocide Studies—University of Minnesota

<http://www.chgs.umn.edu/indexNS.html>

As this site's purpose is to provide a resource for teaching and informing the public about the Holocaust and contemporary genocides, this page offers histories, narrative documents, and daily new updates on modern genocides in Darfur and others but mostly focuses on the Holocaust.

“Genocide in the 20th Century.” *The History Place.*

<http://www.historyplace.com/worldhistory/genocide/>

This comprehensive online reference source provides links that recount some of the worst genocides of the 20th century, including Bosnia-Herzegovina, Rwanda, Cambodia, the Holocaust, the Rape of Nanking, Armenia, and Stalin's forced famine. The website's readability and usability offer students a brief history to the genocides listed above, making it a great resource for preliminary research.

Peace Pledge Union

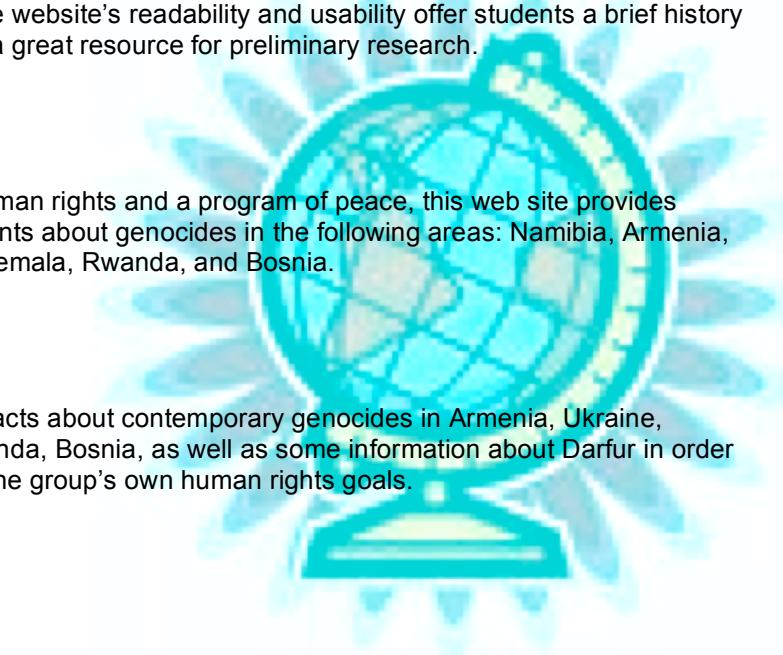
<http://www.ppu.org.uk/index.html>

Committed to promoting a respect for human rights and a program of peace, this web site provides factual information and testimonial accounts about genocides in the following areas: Namibia, Armenia, Ukraine, the Holocaust, Cambodia, Guatemala, Rwanda, and Bosnia.

United Human Rights Council

<http://www.unitedhumanrights.org/>

This online resource provides historical facts about contemporary genocides in Armenia, Ukraine, Nanking, the Holocaust, Cambodia, Rwanda, Bosnia, as well as some information about Darfur in order to raise global awareness and advance the group's own human rights goals.



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Those Who Forget the Past: To Understand Genocides 20th & 21st Centuries Pathfinder Rationale

Eyes widen. Mouths gape. Hands shoot and flail in the air as I introduce the research assignment. Even before I am bombarded with the deluge of questions, concerns, complaints, and groans, I know what the next three to five weeks are going to look like. Frustration and stress...for both the students and me.

As a high school English teacher, I have witnessed and felt my students' aggravation with research. Many students, unfortunately, are inadequately prepared to locate, read, and evaluate different sources of information, which means I meet each step of the research process with a new challenge.

In order to combat these reading, writing, and research tribulations, my team of colleagues has worked diligently to create a research sequence for all grade levels that will ensure mastery by the time students graduate. At the freshman level, we decided to provide students with the best sources possible, so they can focus on finding the main ideas and significant details in each source and then learning how to incorporate these sources into their own writing. (Locating and evaluating sources takes place sophomore year.) Nevertheless, some teachers don't always have time to find comprehensive or current resources, and some students want more information or want to look at different sources.

It is for these reasons that I decided on genocides in the 20th and 21st centuries as my pathfinder topic. Hopefully, my colleagues, students, and I can use this pathfinder next year as we embark the research process yet again. Not only will teachers (and our school's librarians) be able to point students to specific, useful texts, but also both teachers and students will be able to choose from more options/information, making the research process one step easier.

Since I created this pathfinder specifically for the freshman research unit on genocides, I chose resources that offered factual, credible, and current information. The most comprehensive and

diverse reference source is the *Encyclopedia of Genocide and Crimes against Humanity*. I included the other two references because they provide detailed information about international human rights that students can compare and contrast when reading and writing about the atrocities in one area of the world. All of the print sources contain primary documents and are written at an age-appropriate level for freshmen. *Genocide: Modern Crimes against Humanity* and *The Genocide Reader: the Politics of Ethnicity and Extermination* are two that are particularly helpful because of the variety of formats and ease of readability; however, the *Century of Genocide: Critical Essays and Eyewitness Accounts* (a freshman text that the library keeps behind the reference desk in case students forgot their own) is the most detailed. The four online databases and five web sites listed in the pathfinder are also of great use for students and teachers for several reasons: (1) They link to credible, up-to-date information from newspapers, magazines, scholars, and eyewitnesses around the world; (2) These online sources are accessible online anytime and fulfill one's "need" to use online materials; (3) They provide international responses and contrasting opinions, so students can recognize bias and form their own viewpoints. All of these resources would help students write about the central research questions reflecting genocides in the 20th and 21st centuries as well as learn research and literacy skills needed at a high school level.

Due to space constraints, I did not include media sources on the pathfinder. However, I would add a list of media resources that students could also use to find more information about contemporary genocides. (I included this list below.) I believe media resources help students engage with the assignment, help students make personal connections with the material (especially something so inhumane as genocide), and help students visualize the facts that they've read.

Even though I did not include fictional texts, I would like to make a supplemental pathfinder that includes fiction, historical fiction, art, poetry, etc., since these pieces offer a different side—a more relatable (and sometimes more realistic) side—to the facts. Moreover, these sources include a plethora of information about the genocidal impact on culture, geography, and the world. (I included a *preliminary* list of sources that I would add below.)

Creating this pathfinder was not difficult, but it did take time. Fortunately, I was already familiar with our library's resources, so I had an idea of what I wanted to include. While compiling this list, though, I did realize how many other resources our library could use, or at least ones that I would like to see in the library. So, the process of creating a pathfinder is very useful even for that reason alone.

I am very excited to use this pathfinder next year. I hope my colleagues and students will find it helpful.

Supplemental Resources:

MEDIA RESOURCES:

Auschwitz: inside the Nazi state. *Directed by Linda Hunt, 2005, DVD*

Genocide (DVD 304.6633 GEN) *Directed by Russ Mitchell, 2004, DVD*

Genocide in the first half of the 20th century (VC 364.151 GEN) *Directed by Jon Voight, 2002, VC*

Genocide: the horror continues (VC 304.663 GEN) *Directed by Robert Emery, 2002, VC*

Hotel Rwanda (DVD HOT) *Directed by Terry George, 2005, DVD*

The Killing Fields (DVD KIL) *Directed by Bruce Robinson, 2001, DVD*

Never again?: genocide since the Holocaust *Directed by Robert Emery, 2002, VC*

The World at War (DVD 940.53 WOR V. 01) *Directed by Jeremy Isaacs, 2004, DVD*

OTHER PRINT RESOURCES (FICTION AUTOBIOGRAPHIES, etc.):

Forgotten Fire. (BAGDASA) *Written by Adam Bagdasarian, 2000, paperback*

An ordinary man: an autobiography (B RUSESAB)
Written by Paul Rusesabagina, 2006, paperback

Deogratis, a tale of Rwanda (GN STASSEN) *Written by Jean-Phillipe Stassen, 2006, paperback*

Over a thousand hills I walk with you (JANSEN) *Written by Hanna Jansen, 2006, paperback*

Machete Season: the kills in Rwanda speak: a report (967.571 HAT)
Written by Jean Hatzfeld, 2005, paperback