Course Competencies Template - Form 112

GENERAL INFORMATION

Name: Magdalena Lamarre                      Phone #: 7-5016
Course Prefix/Number: WOH2XXX               Course Title: History of Genocide
Number of Credits: 3

Degree Type
☐ B.A.   ☐ B.S.   ☐ B.A.S   ☐ A.A.   ☐ A.S.   ☐ A.A.S.
☐ C.C.C.   ☐ A.T.C.   ☐ V.C.C

Date Submitted/Revised: June 2008          Effective Year/Term: 2009-3
☐ New Course Competency   ☐ Revised Course Competency

The above course links to the following Learning Outcomes:
☐ Communication                  ☑ Social Responsibility
☐ Numbers / Data                 ☐ Ethical Issues
☑ Critical thinking               ☑ Computer / Technology Usage
☐ Information Literacy           ☑ Aesthetic / Creative Activities
☑ Cultural / Global Perspective ☑ Environmental Responsibility

Course Description (limit to 50 words or less, must correspond with course description on Form 102):
This course is designed to explore the history, causes, and consequences of genocide through identification of the patterns of intentional mass killings. Student will learn via case studies the characteristics of past and current incidents characterized as Genocide. (3 hr. lecture)

Prerequisite(s): None                    Corequisite(s): None

Course Competencies: (for further instruction/guidelines go to: http://www.mdc.edu/asa/curriculum.asp)

Competency 1: Students will demonstrate knowledge of the various criteria used to define genocide by:

1. Identifying the diverse definitions that have been developed by genocide scholars, including Raphael Lemkin’s classic definition.
2. Examining the various typologies that scholars have created to explain specific types of genocides.
3. Analyzing the limitations and criticisms of existing definitions.
4. Differentiating between mass killings, cultural extinction, and genocide.
5. Examining different faces of genocide, such as ethnocide, auto-genocide, Democide, Gendercide, ethnic cleansing, Linguicide, and intentional famines against specific groups.
6. Developing their own definition of genocide.
Competency 2: Students will demonstrate knowledge of the historical background of genocide by:

1. Examining past historical events that may or may not constitute examples of genocide.
2. Evaluating historical cases of genocide.
3. Comparing and contrasting the major cases of genocide during the 20th century—“The century of genocide.”

Competency 3: Students will analyze the factors that contributed to genocide by:

1. Outlining the processes of genocide.
2. Describing the role played by the state, perpetrators, collaborators, bystanders, victims, and rescuers, in facilitating genocide.
3. Explaining how propaganda, war, imperialism, some forms of nationalism, and other factors relate to genocide.

Competency 4: Students will demonstrate knowledge of current global situations that may lead to genocide by:

1. Applying historical models to identify trends that may lead to genocide.
2. Comparing and contrasting current cases of mass killings to past incidents that have been designated as genocide.

Competency 5: Students will demonstrate an understanding of how the complex interaction of actors, politics, memory, and denial plays a role in the prevention, intervention, and prosecution of genocide by:

1. Identifying the major obstacles to effective U.N. action in preventing and stopping genocide, including but not limited to aspects of the U.N. Convention definition as outlined in Article II.
2. Explaining the difficulty in prosecuting those “accused” of genocide.
3. Reviewing successful cases of genocide prevention and intervention.
4. Analyzing how national states can interfere with international policies of prevention and intervention.
5. Discussing the impact of the denial of past genocides.
6. Examining individuals, groups, organizations, and institutions that “monitor” and report global outbreaks of violence, mass killings, and situations that threaten human rights.