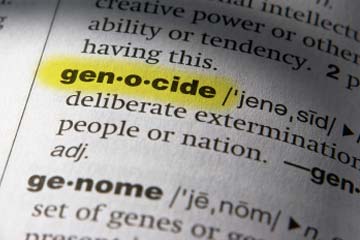
**The Genocide Awareness Project**

**English 10 Honors**



**Mrs. Rosen**

**10H Genocide Research Paper Assignment**

**Overview:**

A research paper is very similar to the papers you’ve completed so far in which you discussed a particular aspect of a novel using a thesis statement and examples from the text. In this assignment, you will add support from additional sources to prove your thesis. The process of finding, reading, and incorporating information from these sources is what makes this a research paper. Because you have experience with analysis and know how to organize an essay using textual evidence, this should not be a totally new experience.

In his memoir *Night*, Elie Wiesel describes the horrors he experienced during the Holocaust. He has continued to dedicate his life to fighting human rights violations around the world. During his acceptance speech for the Nobel Peace Prize, Wiesel said “Human rights are being violated on every continent. More people are oppressed than free. How can one not be sensitive to their plight? Human suffering anywhere concerns men and women everywhere.” Despite these efforts and the work of countless others, human rights violations continue. The Holocaust is an example of a human rights violation known as genocide.

For your research paper, you will perform a critical examination of genocide.

**Instructions:**

Choose a specific instance of genocide/crime against humanity (e.g. Rwanda, Bosnia, Darfur, Cambodia, etc.) and write a research paper in which you investigate the facts, issues, and responses associated with it. Look at this as an opportunity to raise your own awareness about a terrible act that occurs around the world.

*Successful papers will present:*

1. A discussion of a specific genocide/crime against humanity that includes its unique context and characteristics. (What are the historical and cultural situations that led to the conflict, what tactics were used to gain control?)

2. A thesis statement that presents your interpretation of this genocide. (Ex. – “The genocide in in Darfur is a result of the unequal distribution of power and wealth and cannot be resolved unless there is a real democratic transformation.”)

3. An examination of the issues or problems associated with the genocide. (In what ways did the targeted group suffer? How did it change the region?)

4. An analysis of the responses to the genocide. (How have people tried to end the conflict? Has there been a global response? Have any of these responses been effective?)

5. A discussion of the possible ways to prevent genocide based on your investigation.

**Learning Outcomes:**

* Demonstrate an understanding of the evolution from prejudice to genocide
* Develop a working knowledge of general human rights issues that impact the world
* Identify geopolitical factors that were a response to the various genocides
* Engage in research skills, written evaluation, and reading/writing activities to achieve learning objectives

**Guidelines:**

1. You must complete each assignment and submit items based on the deadlines provided.

2. Your paper must provide analysis and consist of your own original writing. Ideas from outside sources must be cited properly according to MLA format. You may not present a book review/report or plagiarize summaries/critical essays.

3. Please refer to any supplemental materials in your English Handbook in order to help you write the essay, complete the annotated bibliography, and how to paraphrase and properly cite from sources. You may also visit the OWL Perdue website for additional MLA information on MLA format.

**Assignments/Schedule:**

**1. Define genocide.**

* Write 1-2 paragraphs where you define the term “genocide” and provide some background information about it. Cite your source(s).
* Use the attached template on pages 6-8 to define Gregory Stanton’s Ten Stages of Genocide. Cite your source(s).
* Due by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**2. Read Elie Wiesel’s memoir *Night*.**

* As you read the memoir, take notes, as you can use them in order to answer the analysis questions on page 13 of this packet. You will be reading this outside of class while simultaneously completing your research project. You can borrow it from the library, buy your own copy, or read the digital copy on my website. Your answers to these questions must be submitted to Turnitin.com by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**3. Do preliminary research on a topic.**

Search for at least four of the following genocide-related topics either in books or on Google:

* Rwanda
* Darfur
* Armenians in Turkey
* Bosnia
* Cambodia
* Burma
* Indonesia/East Timor
* Democratic Republic of Congo

On the chart on page 9 of this packet, list the country and time period of each genocide that you discover. Try to get the general gist of what happened in each genocide and record that as well. You will inevitably choose your final topic based on this preliminary research. Due by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**4. Write an abstract.**

An abstract is a short description (1-3 paragraphs) of your research. You should write a synopsis that includes the topic you will investigate, why you selected the subject, and what you hope to learn throughout the research process. Due on Turnitin.com by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**5. Create a working thesis statement.**

After you choose a topic, create an initial thesis statement for your paper. Remember that a thesis must be a provable argument. It should be an interpretation, a cause/effect statement, or an evaluation. It should NOT be a statement of fact. Due by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**6. Gather sources.**

You must work both in class as well as at home to find valid, credible sources to support your thesis. Use the Citation Data Worksheets in order to collect and organize your information. You need to use a minimum of four (4) sources; these should be books or essays and articles from scholarly publications (print or web-based). You may also use any of the internet databases that are available through the school library’s website. Websites like eNotes, Wikipedia, GradeSaver, and Bookrags are not appropriate.

**7. Create an annotated bibliography.**

An annotated bibliography includes a summary and evaluation of your sources. Please view the instructions and samples on pages 10-12 of this packet. Due on Turnitin.com by \_\_\_\_\_\_\_\_\_\_\_\_\_.

**8. Write your final paper.**

Your paper should be at least three (3) pages, typed, in MLA format (including the heading and header). Include in-text citations throughout, a cover page with thesis statement in the front, and a works cited page at the end (these do not count toward the three-page minimum). It must include an introduction with thesis statement, several body paragraphs, and a conclusion. Submit to Turnitin.com by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

PLAINEDGE HIGH SCHOOL RESEARCH PROCESS (THE BIG 6)

**1. Choose, Define, and Focus Project**

* What are some appropriate topics?
* What questions do I need to ask?
* What information will I need?
* What do I want to know?

**End Products**

Choose a general topic

Develop research questions

Write a research proposal

Create an initial thesis

**2. Locating and Accessing Information**

* What are all the possible sources to check?
* What are the best sources of information for my thesis?
* Where can I find these sources?
* Where can I find the information in the source?
* Have I included non-print sources?

**End Products**

Annotated bibliography (minimum of 10 sources)

Evaluation sheets (one per source)

Refine research questions

Refine thesis statement

**3. Use of Information**

* Which sources best answer my research questions?
* What information is in this source?
* What information from the source is relevant to my thesis?

**End Products**

Note sheets

Note cards (aligned with research questions)

**4. Synthesis**

* How will I organize my information?
* How will I present my information?

**End Products**

Final thesis revision

Outline

Rough draft or final paper

Presentation

**5. Evaluation**

* Did I complete all the steps of the project?
* Did I fully address my thesis statement?

**6. Conferencing and Self-Reflection**

**Stanton’s Ten Stages of Genocide Chart**

**Stage Title: Description and examples:**

|  |  |
| --- | --- |
| **1. Classification** |  |
| **2. Symbolization** |  |
| **3. Discrimination** |  |
| **4. Dehumanization** |  |
| **5. Organization** |  |
| **6. Polarization** |  |
| **7. Preparation** |  |
| **8. Persecution** |  |
| **9. Extermination** |  |
| **10. Denial** |  |

**Genocides in Recent History – Preliminary Research**

|  |  |  |
| --- | --- | --- |
| Country | Time Period | What happened? |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

***Annotated Bibliographies***

***(Source:* http://owl.english.purdue.edu*)***

**Definitions**

A **bibliography** is a list of sources (books, journals, websites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "references" or "works cited" depending on the style format you are using. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.).

An **annotation** is a summary and/or evaluation.

Therefore, an **annotated bibliography** includes a summary and/or evaluation of each of the sources. Depending on your project or the assignment, your annotations may do one or more of the following:

* **Summarize**: Some annotations merely summarize the source. What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is.
* **Assess**: After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is it this source biased or objective? What is the goal of this source?
* **Reflect**: Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

*Note: Your annotated bibliography may include some of these, all of these, or even others.*

**Why should I write an annotated bibliography?**

**To learn about your topic**: Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you're forced to read each source more carefully. You begin to read more critically instead of just collecting information. At the professional level, annotated bibliographies allow you to see what has been done in the literature and where your own research or scholarship can fit. To help you formulate a thesis: Every good research paper is an argument. The purpose of research is to state and support a thesis. So a very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to develop your own point of view.

**To help other researchers**: Extensive and scholarly annotated bibliographies are sometimes published. They provide a comprehensive overview of everything important that has been and is being said about that topic. You may not ever get your annotated bibliography published, but as a researcher, you might want to look for one that has been published about your topic.

**MLA Format for Annotated Bibliographies**

For an annotated bibliography, use standard MLA format for the citations, then add a brief abstract for each entry, including:

* 2 to 4 sentences to summarize the main idea(s) of the item, and
* 1 or 2 sentences to relate the article to your research topic, your personal experience, or your future goals (if part of your assignment) or to add a critical description.

***Basic MLA Style Format for an Annotated Bibliography***

Format your citations in the same manner as for a normal reference list, then follow these instructions for adding an annotation.

1. **Hanging Indents** are required for citations in the bibliography. That is, the first line of the citation starts at the left margin. Subsequent lines are indented 4 spaces.
2. As with every other part of an MLA formatted essay, the bibliography is double spaced, both within the citation and between them. Do not add an extra line between the citations. The annotation is a continuation of the citation. Do not drop down to the next line to start the annotation.
3. The right margin is the normal right margin of your document.
4. *In a long bibliography, organize your entries by topic.* Otherwise, ALPHABETIZE your entries.
5. To view these annotations with correct formatting, set your preferences so that the **font size is 12, Times New Roman type**.

Name

Teacher

Course title

Date

Sample Annotated Bibliography

Kerr, Frances. "Feeling Half-Feminine: Modernism and the Politics of

Emotion in The Great Gatsby." *American Literature* 68 (1996): 405-31.

A brilliant analysis of the homoeroticism in the novel--Nick's attraction to McKee and to

Gatsby. Kerr thinks the tennis girl with sweat on her lip is Jordan (which I think is

wrong); she notes that Jordan has more control over her emotions than the other women

in the novel (Daisy and Myrtle). Kerr argues that Nick's narrative about his dumping her

"leads the reader to believe that it is Jordan's indifference, shallowness, and dishonesty

that prompt his move. The psychological subtext of Gatsby, however, suggests a

motivation entirely different. Nick Carraway identifies with and feels most romantically

drawn not to 'masculine' women but to 'feminine' men" (418).

Mandel, Jerome. "The Grotesque Rose: Medieval Romance and The Great Gatsby."

*Modern Fiction Studies* 34 (1988): 541-558.

Mandel argues that *Gatsby* follows many of the conventions of medieval romance, and

analyzes East and West Egg as competing courts, Buchanan as a prince/Lord with Daisy

as unattainable queen/fair lady. Gatsby and Nick are both construed as knights; Jordan

is only mentioned in passing as a sort of attendant figure on Queen Daisy. This whole

analysis seems somewhat farfetched.

***Night* Analysis Questions**

***Please answer these questions on a separate sheet of paper. Use specific information from the memoir in order to support your answers. Please write in paragraph form (question-and-answer format is acceptable). Submit to Turnitin.com.***

1. Wiesel believes that remembering the Holocaust will help to ensure that this type of atrocity does not occur in the future. In your opinion, do you think learning about historical events can guide people to behave differently? Why or why not?

2. Please explain how the memoir *Night* “paints a dark and angry picture of human nature.” What specific circumstances in the memoir allow for this darker side of human nature to emerge? Cite a specific passage or two.

3. Try to explain the indifference of the rest of the world to the work camps of the Holocaust. Are there any parallels today? Explain.

4. Explain the similarities and differences between the events that took place in the genocide-affected region you’re studying and the events that occurred in *Night*.