

# The Horrors of Ultrationalism

Terrible consequences can result when nationalistic enthusiasm is transformed into ultranationalistic zeal. The case study of the Holocaust in World War Two is one of best known incidences of this transformation.

This two-part project will give you the opportunity to explore some other situations in which nationalism has developed into ultrationalism, resulting in crimes against humanity and genocide. In groups of no more than three, you will become an expert on one of the following case studies, and submit your research as a group. Next, you will individually submit a written response exploring the connections of ultranationalist ideas to your case.

**Possible Topics. Topics will be assigned on a first come, first served basis, and only one group will be allowed to present on each topic:**

- 1) Armenian genocide 1915 - 1923**
- 2) Ukrainian Famine/Genocide (Holodomor) 1932-33**
- 3) Rwanda Genocide 1994**
- 4) Nanjing Massacre 1937**
- 5) Ethnic Cleansing in Former Yugoslavia 1992 - 1995**
- 6) Nigerian Genocide 1966-1970**
- 7) Guatemalan Genocide, 1968-1996**
- 8) Genocide in Bangladesh, 1971**
- 9) Cambodian Genocide (The Killing Fields), 1975-1979**
- 10) East Timor Genocide, 1974-1999**
- 11) Myanmar/Burmese Genocide, 1990s, or current day**
- 12) Darfur Conflict, Sudan, 2003-Present**

## Part A: Case Study Research

Complete the following chart by hand or in a Word document. You will hand in one chart per group. Be sure to work as a team and take responsibility for all information that goes onto the chart. It is highly recommended that groups divide the research questions as specified below. Include a list of resources in a bibliography.

**Topic:** \_\_\_\_\_

**Group Members:** \_\_\_\_\_

Question	Findings
<b>WHO</b> (Group Member #1) was involved	<ul style="list-style-type: none"><li>• Look for classification of groups.</li></ul>
<b>WHAT</b> led to the abuses (background) (Group Member #1)	<ul style="list-style-type: none"><li>• Sentiments or ideas that the movement grew out of.</li><li>• Explain the time period and location they occurred in.</li><li>• Explain which “understandings of a nation” they were founded upon, support your choices with evidence.<ul style="list-style-type: none"><li>▪ Linguistic, Ethnic, Cultural, Religious, Geographic, Relationship to Land, Spiritual, Political.</li></ul></li></ul>
<b>WHAT</b> policies were enacted officially or unofficially (Group Member #2)	<ul style="list-style-type: none"><li>• Find evidence and details. Include the time period(s), and location(s). Look for propaganda and dehumanization.</li></ul>

<p><b>WHAT</b> were the resulting Crimes Against Humanity (Group Member #2)</p>	<ul style="list-style-type: none"> <li>• Provide evidence that shows the suffering the movement caused.</li> </ul>
<p><b>WHERE</b> did the event occur (Group Member #2)</p>	<ul style="list-style-type: none"> <li>• Should include at least 2 maps: one global political map, and one local political map showing the area in which this occurred, and key locations</li> </ul>
<p><b>WHEN</b> did the event take place (Group Member #2)</p>	<ul style="list-style-type: none"> <li>• Include specific dates of key events in your research.</li> </ul>
<p><b>HOW</b> did the world community react to the event (Group Member #3)</p>	<ul style="list-style-type: none"> <li>• International response: Show how other countries, the U.N., and NGO's, etc. responded</li> </ul>
<p><b>HOW</b> did the country deal with the aftermath (Group Member #3)</p>	<ul style="list-style-type: none"> <li>• What forms of redress and reconciliation have been taken or are taking place now?</li> </ul>

## Part B: Understanding Nationalism and Genocide (Individual)

In well constructed paragraphs, you will explore the factors that contributed to the genocide you researched, answering the questions below. Remember, you are the expert and in this case you are expected to demonstrate a detailed understanding of the event and the people involved.

- What motivated the nation (the perpetrators) to act? (How was it in their national interest to do so?)
- How did ultranationalism play a role in the event? (Which factors led to this? Be specific)
- What motivated the international response to the event (How was it in their national interest to act or not act the way they did?)

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**Due Dates**      Research: \_\_\_\_\_  
Presentation & Discussions: \_\_\_\_\_

**Marking Criteria**      We will go over the rubric used in class and a copy will be available in D2L. Please ensure you are familiar with the marking criteria.

**Resources**      Please see list in D2L. You are expected to use reliable resources.

# Project Marking Rubric

Part A - Case Study Research (Group)				
	Excellent	Proficient	Satisfactory	Limited
<b>GO Content</b>  <b>Ideas and Understanding</b>	Project has all of the required elements. Information is thorough and insightful with explanations that are comprehensive & reveal a perceptive understanding of the subject matter.	Project has most of the required elements. Information is proficient with explanations that are appropriate and purposeful, revealing a clear understanding of the subject matter.	Project has many of the required elements. Information is general and straightforward, revealing an acceptable understanding of the subject matter with some attention to the subject matter.	Project is missing a number of the required elements. Information shows weak, confused, or over generalized understanding of the subject matter. Connections to the subject matter may be confused or irrelevant.
<b>SO Research</b>	Thorough research. Information judiciously chosen, and relevant. Consistent and accurate APA citations.	Capable research. Information well chosen, and relevant. Generally consistent and accurate APA citations.	Satisfactory research. Basic and conventional information. Some inconsistencies and inaccuracies in APA citations.	Basic and simplistic research. Information not well chosen, and not relevant. Few, or incorrect APA citations.
Part B – Written Response (Individual)				
<b>SO Thinking</b>	Response demonstrated an insightful understanding of the concept of ultranationalism in relation to their case. Analysis was supported with judiciously choose and well developed evidence.	Response demonstrated a sound understanding of the concept of ultranationalism in relation to their case. Analysis was supported with specific evidence.	Response demonstrated a general understanding of the concept of ultranationalism in relation to their case. Analysis was supported with generally developed evidence.	Response demonstrated a limited or confused understanding of the concept of ultranationalism in relation to their case. Analysis was supported with superficially developed evidence.
<b>SO Communication</b>  <b>Organization, structure, and clarity</b>	The writing is fluent, skillfully structured, and judiciously organized. Control of syntax, mechanics, and grammar is sophisticated. Vocabulary is precise and deliberately chosen. The relative absence of error is impressive.	The writing is clear and purposefully organized. Control of syntax, mechanics, and grammar is capable. Vocabulary is appropriate and specific. Minor errors in language do not impede communication.	The writing is straightforward and functionally organized. Control of syntax, mechanics, and grammar is adequate. Vocabulary is conventional and generalized. There maybe occasional lapses in control and minor errors; however, the communication remains generally clear.	The writing is awkward and lacks organization. Control of syntax, mechanics, and grammar is inconsistent. Vocabulary is imprecise, simplistic, and inappropriate. Errors obscure the clarity of communication.