

## WEB SITES FOR TEACHING THE ARMENIAN GENOCIDE

Updated July 2003

*Compiled by the Armenian Genocide Resource Center*

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Whereas the Allied victory over Nazi Germany laid bare to the world the atrocities of the Third Reich, the wholesale slaughter of Armenians in the Ottoman empire between 1915 and 1919 escaped the level of scrutiny that accompanied the prosecution of Nazi war criminals. The Turkish government continues to vigorously deny that genocide occurred thereby prolonging a resolution of the issue. At the same time, the genocide has become the defining issue that shapes and strengthens Armenian national identity. Unlike the victims of the Holocaust, however, many Armenians are unable to move beyond this to achieve a sense of justice or closure that can only come from having received some form of apology or acknowledgment. Some of the sites listed reflect this continuing problem while documenting the genocide and amplifying issues attendant to the study of genocide in general.

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### 1. Armenian National Institute. Dedicated to the Research and Affirmation of the 1915 Armenian



genocide, featuring photos, documents, maps, chronology, bibliographies, educational resources, and an extensive outline of facts on the genocide.

<http://www.armenian-genocide.org/index.htm>

<http://www.armenian-genocide.org/sitemap.htm#resource>

The Institute offers an excellent and easily navigable site for teachers, educators, students, and the general public that includes a comprehensive list of resources, sample curricula, a chronology of the genocide, archival documents, a list of international responses to the genocide, press coverage of the genocide, photographs, bibliographies, and much more. The site is divided into several sections and includes maps, historical documents, a photo collection and a site map. A few sections follow:

**International Affirmation.** Surveys official statements and resolutions by heads of governments and governmental bodies, public petitions, congressional statements. Excerpts from the 1919 Turkish Military Tribunal and the 1920 Treaty of Sèvres are included. .

**Educational Resources** Explores how to teach about genocide. Featured are a resource guide, a reference section, sample curricula, information on video documentaries, a suggested reading list, and genocide FAQ's.

**Genocide Research.** Examines the historical record on the genocide. Includes photographs, a detailed chronology of the genocide, sample archival documents, declarations of international affirmation, a survey of press coverage, and a bibliographic guide.

### 2. Photo Collections on the Armenian Genocide.

<http://www.armenian-genocide.org/photointro.htm>

From the Armin T. Wegner and John Elder photo collection: (1) Photographs taken in the Ottoman Empire (Turkey)



1915-1916 by **Armin T. Wegner**. His photographs are among the few that capture the bleak struggle to survive facing Armenian deportees. As a second-lieutenant in the German army stationed in the Ottoman Empire in April 1915, Wegner took the initiative to investigate reports of Armenian massacres. Disobeying orders intended to stifle news of the massacres, he collected information on the genocide and took hundreds of photographs in Armenian refugee camps, primarily in the Syrian desert; (2) Photographs from 1917-1919 depicting conditions among Armenian refugees in "Russian Armenia," in the short-lived independent Armenia (1918-1920) taken by **John Elder**, an American relief worker serving in Yerevan, Armenia. His pictures constitute rare photo documentation of the conditions in (Russian) Armenia during some of the most trying years in the history of the Armenian people. He was a witness to the Ottoman invasion of the fledgling Armenian state in 1918. His photographs capture the conditions of the Armenian population, especially those of the refugees. Elder took photographs at all major points of refugee concentration and where relief work was being conducted. His images of the destitute and of the orphans are specially compelling and were captured unobtrusively.

### 3. Instructional Videos on the Armenian Genocide.

<http://www.armenian-genocide.org/videos/index.htm>

The Armenian Genocide has been the subject of a growing number of video documentaries in recent years.



Included below are some that explore a broad range of topics connected to the genocide. See also <http://www.armenianfilmfoundation.com/films.html>

- Everyone's Not Here: Families of the Armenian Genocide (video and study guide)
- The Great War and the Shaping of the 20th Century (video)
- The Armenian Genocide Congressional Resolution (video)
- Back to Ararat (video/16mm)
- The Forgotten Genocide (video)
- The Armenian Genocide: Annihilation of the Armenian Population of the Ottoman Empire 1915-1923 (video), produced for the California State Board of Education.
- Mandate for Armenia: American Military Mission to Turkey and Armenia, 1919 (video)
- Historical Armenia (video)
- Where are My People? (video)
- Cilicia...Rebirth (video)

### 4. TEACHING HISTORY: "Best of Web Links for History Teachers."

Links for teaching history, science and technology.

**Division of Social Sciences, Emporia State University.**

<http://www.emporia.edu/socsci/journal/links.htm>

<http://www.emporia.edu/socsci/journal/holocaust.htm>

<http://www.emporia.edu/socsci/journal/main.htm>



A cybrary for teachers of genocide that includes many links on teaching history, including a link to the **Armenian Genocide**. Includes extensive coverage of all genocides. Includes photographs, readings, articles, maps, and other teaching resources including an extensive list of web links for history teachers. (click on "Genocide and the Holocaust," then click on "The Armenian Genocide")

### 5. Institute for the Study of Genocide/International Association of Genocide Scholars.

<http://www.isg-iags.org/>



Institute for the Study of Genocide

International Association of Genocide Scholars

**Do you want to know:**

**What is genocide? When and why do genocides occur?**

**What kinds of studies of historical and contemporary cases are there?**

**What is the role of comparative studies of genocide?**

**What kinds of explanation have we come up with?**

**Who is doing research in this area?**

**Where can you learn more?**

What kinds of actions and institutions could prevent such events? The Institute for the Study of Genocide (ISG) and the International Association of Genocide Scholars (IAGS) advance and review such research. Besides this, their officers and members advise media, governments and intergovernmental organizations concerned with early warning and prevention. Site includes their archived newsletters, a list of their conferences and papers, and a list of available books to order.

## 6. The Zoryan Institute.



The Zoryan institute is an international academic center devoted to the documentation, study, and dissemination of information related to the life of the Armenian people in the recent past and the present within the context of larger world affairs. The site includes a list of documents, books and other publications, and offers online full text articles on the **Armenian genocide**.

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

This excellent site for educators, teachers, and students alike offers analytical articles treating many aspects of the Armenian Genocide. The **What's New** section presents (1) an overview of a book by Turkish sociologist and Armenian Genocide scholar Taner Akcam on Turkish-Armenian dialogue and its impact on Turkish perceptions of the Genocide and Turkish society; (2) The article, "Turks who Saved Armenians" presents an important yet little known aspect of the Genocide. The **Publications** section features a collection of important books on the genocide as well as rare posters from the period created by the Near East Relief. The **Genocide** section offers bibliographies, documents, links, and several important full length articles on the genocide including one by the noted Armenian Genocide scholar Vahakn Dadrian. The **Documents and Articles** section has several rare and unique articles full text online: "Kemal Ataturk Admits Reality of the Armenian Genocide in a 1926 Interview," and the monograph "The Key Distortions and Falsehoods in the Denial of the Armenian Genocide, an excellent analysis of and rebuttal to the Memorandum the Turkish Ambassador sent to members of Congress in 1999; and "Genocide: The Armenian Experience" a short overview of the genocide, and "Report to the Canadian Parliament on the Armenian Genocide," by the Zoryan Institute.

## 7. ARMENIAN GENOCIDE 1915:



<http://15levels.com/24.April/>

<http://15levels.com/24.April/index-a.html>

**Site includes a flash movie, a collection of links, articles, and posters on the Armenian Genocide, 1915 U.S. press reports of the genocide, and Victims of Inhumanity links.** The Press section includes articles from newspapers around the world on the recognition of the genocide. The Wall of Silence section features an incisive article by Turkish sociologist and Armenian Genocide scholar, Taner Akcam, "THE GENOCIDE OF THE ARMENIANS AND THE SILENCE OF THE TURKS." wherein he examines the psychology, history, motivations for, and implications of, Turkey's continued denial of the genocide. Includes photos from the Dutch documentary, "The Wall of Silence," an online text of the booklet produced by the Zoryan Institute, "The Key Elements in the Turkish denial of the Armenian genocide: A case study of distortion and Falsification" —important for students of genocide and its denial. In this remarkable study Armenian Genocide expert Vahakn Dadrian deconstructs one by one the elements of Turkish denial arguments to reveal their fallacy.

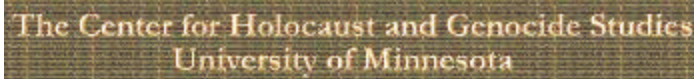
## 8. When Does Genocide End? The Armenian Case.

**Armenian Studies Program, Fresno State University.**

[http://armenianstudies.csufresno.edu/faculty/kouymjian/speeches/genocide\\_sonoma.htm](http://armenianstudies.csufresno.edu/faculty/kouymjian/speeches/genocide_sonoma.htm)

Online text of a March 2003 lecture at Sonoma State University on the Armenian Genocide by Professor Dickran Kouymjian under the title "When does Genocide End?—The Armenian Case." Dr. Kouymjian addresses what happens to cultural heritage and physical property during and after genocide and the lingering unresolved legal issues accruing to the crime. He describes point by point the continuance of the genocide in the aftermath of the physical destruction of the Armenian community in Turkey from the beginning of the Turkish nationalist movement led by Ataturk when a policy of discrimination toward the Armenian population was pursued which involved the open confiscation of [abandoned] Armenian property "which still legally belongs to those killed and deported and ultimately to their descendants." He describes in detail the types of property illegally expropriated by the Turkish state during and after the genocide beginning with Armenian wealth and ending with the destruction of Armenian buildings and historical monuments, which continues even to this day.

9. Center for Holocaust and Genocide Studies. University of Minnesota, Director Dr. Stephen Feinstein.



This site at the College of Liberal Arts is dedicated to the Memory of Raoul Wallenberg. The Center for Holocaust and Genocide Studies

is affiliated with the Institute for Global Studies, the Humanities Institute and the Center for European Studies. Site is comprised of several sections, each offering resources for teachers and students and boasts an extensive list of web links for teaching the **Armenian Genocide**.

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

1. **The Virtual Museum** of Holocaust and Genocide Art includes a virtual exhibit on the Armenian Genocide: (1) "Armenia: Memories From My Home" compiled by Margaret C. Tellalian Krykostas, Director/Curator of the Anthropology Museum of the People of New York, that ran at Ellis Island, 1997-1998. It includes photos from Ellis Island, a world events timeline, a collection of materials on Armenian history, the massacres of 1896, the 1915 genocide, with photographs, artwork, maps and rare historical material; (2) **an art** exhibition entitled Absence/Presence features art on the Armenian Genocide by artist Robert Barsamian. Also, beneath the Public Holocaust Memorials heading is a link to Khoren Der Harootian's sculpture, a 22 foot high monument located next to the Philadelphia Museum of Art. Executed in 1975 in bronze and dedicated on April 24, 1976, the sculpture "Meher symbolizes the invincible faith of the Armenian people," its long history and "Day of Infamy, April 24, 1915."
2. **The Educational Resources** section includes an Educational Newsletter for teaching the **Armenian Genocide** and the Center's newsletter on recent news related to the study of genocide that also features topics on the Armenian Genocide. Included is a 45 page Resource Guide For Teachers and Students, an annotated bibliography of materials for teaching the Armenian Genocide, compiled by the Armenian Genocide Resource Center, which can be viewed online or printed.
3. The **Histories, Narratives, and Documents** section includes:  
[Editorial Cartoons](#) on the Armenian Genocide and Armenian posters from WWI.  
(1) [Minnesota Newspapers' Reportage About the Armenian Genocide, 1915-1922.](#)"  
(2) ***The Armenians, Shadows of a Forgotten Genocide***, an online version of the highly acclaimed 22 page educational booklet published by the Holocaust Resource Center and Archives in New York for its exhibit on the **Armenian Genocide**. It is a concise yet comprehensive reference that is an excellent handbook for students and teachers and includes a table of contents. It can be read online or printed.  
(3) ***Eyewitness Survivor Accounts***  
Accessed from the Educational Resources section by clicking on "Armenian Genocide" to the left under "Histories, Narratives, Documents." At the bottom in the "Articles" section is the vivid eyewitness testimony of three survivors from one family who were all from the same village in Turkey, along with an affidavit of testimony drafted in 1943.  
[http://www.chgs.umn.edu/Histories\\_Narratives\\_Documents/Armenian\\_Genocide/Eyewitness\\_to\\_the\\_Armenian\\_Gen/eyewitness\\_to\\_the\\_armenian\\_gen.html](http://www.chgs.umn.edu/Histories_Narratives_Documents/Armenian_Genocide/Eyewitness_to_the_Armenian_Gen/eyewitness_to_the_armenian_gen.html)

10. Facing History and Ourselves.

<http://www.facing.org/facing/fhao2.nsf>  
[www.facinghistory.org](http://www.facinghistory.org)



Lesson Plans and Readings on the Armenian Genocide. Facing History and Ourselves is a national teacher training professional development educational organization. Its mission is to engage students of diverse backgrounds in an examination of racism and prejudice to promote the development of a more humane and informed citizenry. By studying the historical development and lessons of the Holocaust and the **Armenian Genocide**, and other human rights violations, students make the essential connections between history and the moral choices they must confront in their own lives. The web site comprises various sections that include educator resources, research & development

info, student sites, regional programs, workshops & scheduled events and will soon include a complete online study guide on the **Armenian Genocide**.

## 11. New Jersey Department of Education

The New Jersey Legislature in 1994 passed legislation signed by the governor mandating the teaching of the Holocaust and genocide in all school districts of New Jersey in grades K-12.



[http://www.state.nj.us/njded/genfo/overview/faq\\_bil.htm](http://www.state.nj.us/njded/genfo/overview/faq_bil.htm)

<http://remember.org/hist.root.holo.html>

### Holocaust and Genocide Education Program

[Established by the N.J. Holocaust Commission]. "Remembrance is the key to resistance."

The New Jersey Holocaust Commission is an autonomous body operating under its own policies and positions. It acts as a resource to the Department of Education to assist schools with various aspects of meeting the requirements of the mandate to provide Holocaust and genocide education. The commission provides curriculum outlines and recommends informational resources and materials for teachers and students to use.

<http://www.state.nj.us/njded/holocaust/index.html>

Since the Holocaust curriculum was developed and distributed during the 1995-96 school year, additional units on other genocides have been developed. These are as follows:

#### **The Armenian Genocide, 1915-1923;**

The Forced Famine in the Ukraine 1932-1933;

The Great Irish Famine;

The Right to Live - The American Indian;

The Killings in Cambodia, and current information relative to: Rwanda, Serbia and Kosovo.

A new unit on African American slavery was also developed and is currently being reviewed.

## 12. Commonwealth of Massachusetts.



### **Chapter 276 of the Acts of 1998. AN ACT REQUIRING CERTAIN INSTRUCTIONS IN THE PUBLIC SCHOOLS OF THE COMMONWEALTH.**

On August 10, 1998 the Massachusetts Legislature and Governor enacted into Law An Act Requiring Certain Instructions in the Public Schools of the Commonwealth. "Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:" <http://www.state.ma.us/legis/laws/seslaw98/sl980276.htm>

"The board of education shall formulate recommendations on curricular materials on genocide and human rights issues, and guidelines for the teaching of such material. Said material and guidelines may include, but shall not be limited to, the period of the transatlantic slave trade and the middle passage, the great hunger period in Ireland, the **Armenian genocide**, the Holocaust and the Mussolini fascist regime and other recognized human rights violations and genocides. In formulating these recommendations, the board shall consult with practicing teachers, principals, superintendents, and curricular coordinators in the commonwealth, as well as experts knowledgeable in genocide and human rights issues. Said recommendations shall be available to all school districts in the commonwealth on an advisory basis, and shall be filed with the clerk of the house of representatives, the clerk of the senate, and the house and senate chairmen of the joint committee on education, arts, and humanities not later than March 1, 1999."



13. California State Board of Education. History/Social Science Content Standards Grades K-12. [History-Social Science]. GRADE 10. WORLD HISTORY, CULTURE, AND GEOGRAPHY:



<http://www.cde.ca.gov/board/>  
<http://www.cde.ca.gov/board/historya.html>  
<http://www.cde.ca.gov/board/pdf/history.pdf>  
[http://www.cde.ca.gov/cdepress/Hist\\_SocSci\\_Stnd.pdf](http://www.cde.ca.gov/cdepress/Hist_SocSci_Stnd.pdf)



Students will study the cause and course of the two world wars and develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. [section 10.5, page 54]: "Students analyze the causes and course of the First World War, in terms of: human rights and **genocide**, including the Ottoman government's actions against its Armenian citizens." See also Section 52740 (b) of the California State Education Code : "It is the intent of the Legislature to provide accurate instructional materials to schools on The Armenian genocide. The Legislature hereby finds and declares that films or video tapes giving a historically accurate depiction of the internment in the United States of persons of Japanese origin during World War II and the **Armenian Genocide** should be

made in order that pupils will recognize these events for the horror they represented.<sup>1</sup> The Legislature hereby encourages teachers to use these video tapes as a resource in teaching pupils about these two important historical events that are commonly overlooked in today's school curriculum."

14. Commonwealth of Virginia. Site for Educators.



**Before the Holocaust: The Armenian Genocide of 1915.**

<http://www.knowledge.state.va.us/cgi-bin/lesview.cgi?idl=891>

**Target Curriculum:** History and Social Science. Standards of Learning: Lesson Plans & Study Guide.

**Objective:** To know the meaning of genocide, to understand that genocide is not an isolated phenomenon, but a method of oppressing human rights that occurs throughout history, and to identify some warning signals and attitudes that may lead to genocide. **Purpose:** The students will recognize the importance of the Armenian Genocide as (1) an example of unchecked human rights violations, (2) the first genocide of the 20th century, (3) the precursor to the Jewish Holocaust (4) a model for subsequent 20th century genocides. Site includes a **Teacher's Copy of Class Discussion Questions** based on the lesson plans and on videos on the genocide along with some suggested answers for teachers.

15. Prevent Genocide International.

**Prevent Genocide International is a global, internet-based network of activists working to prevent the crime of genocide.**

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

The foremost goal of Prevent Genocide International is to cultivate well-informed and articulate voices in many nations able to speak out in the emerging global civil society against the crime of genocide. Sections of the web site include Genocide, Law, Prevention, Punishment, and Action. Includes discussions of many of the key legal issues treating the crime of genocide, the writings of Raphael Lemkin with a guide to a multilingual series of texts written by the activist scholar who coined the word "genocide," including the law on genocide and the criminal codes of 12 nations. Raphael Lemkin's 1933 proposal sought to make the extermination of groups an international crime. Also includes an annotated list of new and forthcoming books on genocide and other related topics.

<sup>1</sup> Pursuant to this a film on the genocide was produced by the Armenian Film Foundation and is available from the Armenian Film Foundation. See entry no.45.

16. The Armenian Genocide in the American Press 1915 – A selection of New York Times newspaper articles from 1915 showing the newspaper's reportage of the genocide as it was taking place.

<http://www.armenian-genocide.org/press/index.htm>

<http://www.cilicia.com/armo10c.html>



In 1915 the Armenian massacres were the single most riveting human rights issue in the United States that shocked the conscience of an entire nation and became the subject of national discussion, angst and outrage. On these sites one can see many examples of this from among hundreds in the book "The Armenian Genocide-News Accounts from the American Press:1915-1922" compiled from The New York Times on microfilm. These are particularly important as they represent primary source material that came from statements by eyewitnesses or official dispatches by U.S. consular officials and others in Turkey during the genocide. The published book of more than 200 articles from the New York Times and other publications of the day can be purchased from the Armenian Genocide Resource Center by emailing [AGRC@jps.net](mailto:AGRC@jps.net).

17. The Learning Network – "For Parents, Teachers, and Kids." Defining Genocide.

<http://www.teachervision.com/>

<http://www.infoplease.com/spot/genocide1.html>

<http://www.infoplease.com/ipa/A0107292.html>



**Teacher Vision is created by teachers for teachers.** Millions of teachers rely on the Learning Network's materials to enhance their curriculum, enrich their students, and make their professional lives a bit easier. Use the [Site Map](#) to see the exciting features on Teacher Vision.

After learning the extent of Nazi atrocities against the Jews in World War II, Winston Churchill called it "a crime that has no name." Despite history's numerous precedents, the word genocide as an internationally sanctioned, legal definition did not exist until 1951..."Most historians concur that the greatest unacknowledged genocide in recent history was the massacre of the Armenians in 1894, 1896, and 1915. It was then "a crime that had no name." The site covers the UN Treaty on genocide and many cases of genocide, the Holocaust, Cambodia, Bosnia, and Rwanda and the **Armenian Genocide, along with** an overview of Armenian history and history of the genocide with statistics and maps.

18. THE GENOCIDE PROJECT. Online Exhibit of Eyewitness Survivor Stories.

<http://www.genocide-project.org/>

<http://www.cridder.com/glue/4-22-98/genocide.html>

Includes oral testimony by survivors of the Armenian Genocide with survivor photographs. The Genocide Project is an arts and education organization whose mission is to document the catastrophic events of the **Armenian Genocide** of 1915-23, and their aftermath, and expose them to the world through the arts via exhibits and online displays of photographs and text. Through a multi-faceted approach that includes audio oral histories, video documentation, photographic portraits, a collection of genocide survivor accounts is documented for both historical and artistic purposes combined with manuscripts, documents, photos, memorabilia, artworks and other material relating to the genocide and pre-genocide life of Armenians. See also:

[http://cgi-user.brown.edu/Administration/George\\_Street\\_Journal/lastword28.html](http://cgi-user.brown.edu/Administration/George_Street_Journal/lastword28.html)

19. **Turkish Denials of the Armenian Genocide and Academic Integrity.** Produced by the Princeton Alumni, this site links to many other related sites and offers much on contemporary issues.

<http://users.ids.net/~gregan/>

**The Heath Lowry Affair**

<http://users.ids.net/~gregan/pac.html> **The Heath Lowry Affair**

Established by the Princeton Alumni for Credibility, this site is set within the constellation of issues surrounding Dr. Heath Lowry, a professor at Princeton University, whose appointment to a chair funded by the Turkish government prompted a firestorm of protests. This site includes a vast array of scholarly links treating the **Armenian Genocide** and its continued denial by Turkey and her cohorts, including a petition signed by 100 renowned scholars and writers, condemning the manipulation of scholarship in American universities by the government of Turkey. It also includes articles on related issues from major U.S. papers including the Chronicle of Higher Education.

20. **Published Statement of 150 distinguished writers & Scholars regarding the continued denial of the Armenian Genocide. New York Times April 24, 1998.**

<http://www.learntoquestion.com/data/scholars-writers.html>

“We denounce as morally and intellectually corrupt the Turkish government's denial of the Armenian genocide. We condemn Turkey's manipulation of the American government and American institutions for the purpose of denying the Armenian Genocide. We urge our government officials, scholars and the media to refrain from using evasive or euphemistic terminology to appease the Turkish government; we ask that they refer to the 1915 annihilation of the Armenians as genocide.”

21. **GENOCIDE: THE IDEOLOGY OF EVIL. Webster University Course on Genocide.**

ANSO/PSYC 3200 & POLT 3400: Professor Linda M. Woolf, Associate Professor of Psychology and Director of Genocide and Holocaust Studies.

<http://www.webster.edu/~woolfm/genocidcourse.html>

<http://www.webster.edu/~woolfm/genocidesyllabi.html>

<http://www.webster.edu/~woolfm/index.html>

<http://www.webster.edu/~woolfm/charny.html>

<http://www.webster.edu/~woolfm/holocaust.html>

A web site that provides extensive discussion of all genocides. Topics include: Genocide & Democide; The Holocaust; the **Armenian Genocide**; Bosnia-Herzegovina; Burma; Cambodia; East Timor; Rwanda & Burundi; and texts related to Holocaust and Genocide Studies. “It is imperative that a greater understanding of the psychological, cultural, political, and societal roots of human cruelty, mass violence, and genocide be developed. We need to continue to examine the factors which enable individuals, collectively and individually, to perpetrate genocide. We also study the impact of apathetic bystanders as fuel for human violence. While an exact predictive model for mass violence and human cruelty is beyond the scope of human capability, we have an obligation to develop a model that highlights the warning signs and predisposing factors for human violence and genocide. With such information, we can develop policies, strategies, and programs designed to counteract these atrocities.” Includes course descriptions, presentations, a course syllabus, study guide, exams, lecture notes, questions, and much more. Topics include the genocides in Turkey and Cambodia, the disappearances in Argentina, the death squad killings in El Salvador, the killing of the Tutsi in Rwanda, and the list goes on. Violence, torture, the mistreatment of human beings - all of these raise questions about evil. This course examines the psychological, cultural, and societal roots of human cruelty, violence, and genocide. A list of recommended readings is included.

**Course Objectives**

1. To examine the nature of evil and its differential impact on victims vs. perpetrators.
2. To examine the differences between the terms genocide, democide, ethnocide, and other forms of mass violence.
3. To become more knowledgeable concerning the interaction of psychological, sociological, cultural, and/or political roots of evil, human cruelty, mass violence, and genocide.
4. To become familiar with a psychosocial theory of evil and the application of this theory to the perpetration of genocide and mass violence in Nazi Germany, Turkey, Cambodia, Bosnia, and Rwanda.
5. To examine the nature of bystander behavior and the impact of bystander behavior on the perpetration of genocide.
6. To examine the question of what can be done to prevent human cruelty, mass violence, and genocide.
7. For students to be able to take all of the above information and apply it to a current or historical instance of individual and collective human cruelty, mass violence, or genocide.



## 22. Armenian Genocide Class Project Ideas from Cobblestone Publishing

<http://www.cobblestonepub.com/pages/TGCOBBArmenia.html>

<http://www.cobblestonepub.com/pages/TGFACEArmenia.html>

<http://www.cobblestonepub.com/pages/armenianamer.html>

Cobblestone Publishing' Faces booklets are world cultures children's publications produced by Cobblestone Publishing. The publisher's mission is to produce publications that provide fascinating and pleasurable reading as well as substantive supplemental educational resources for the study of history, world cultures, and the social sciences. Both the Cobblestone and Faces online teacher's guides serve as excellent springboards for a wider discussion on the subject of cultural diversity, man's inhumanity to man, and historic revisionism. Included is a K-12 Teacher's Guide and Lesson Plan for teaching the Armenian Genocide, including a wide assortment of classroom activities, questions for discussion, suggested field trips, and a host of web links for teachers and students. It is based on COBBLESTONE' *Armenian Americans* Issue, May 2000. Both online guides are freely available for viewing and downloading.

## 23. The Legacy Project.

<http://www.legacy-project.org/index.html>

<http://www.legacy-project.org/about/index.html>

<http://www.legacy-project.org/events/display.html?ID=6>

This site is a gathering place for people interested in the enduring legacies of the many violent traumas of the 20th century. It is dedicated to exploring issues of remembrance in different cultures, in order to better understand the contemporary significance of historical tragedy. The Legacy Project, a non-profit organization, was started by Clifford Chanin, who served for ten years as the Associate Director of Arts and Humanities at The **Rockefeller Foundation**. During his tenure, he encountered numerous artworks from around the world addressing the absence and losses experienced by societies as a result of past tragedies, including war, genocide, ethnic conflict, and population displacement. Includes a special section on the **Armenian Genocide**.

A multimedia site with text, still and moving images and artwork. Actor Donald Sutherland narrates a multimedia introduction to the Legacy Project. The discovery of common themes linking these works of art raises the possibility of creating a new global dialogue based on the common language of society's shared inheritance of loss, or "legacy of absence". The Legacy Project was created to explore and foster this global dialogue through exhibitions, publications, programs, and an extensive website. We welcome a general audience concerned with shaping global values of exchange and mutual recognition, including communities of memory of 20th century traumas, human rights and global value activists, scholars, educators, students, and art audiences.

### **The Armenian Genocide ( from the Legacy Events Index )**

The atrocities committed against the Armenian people of the Ottoman Empire during W.W.I are called the **Armenian Genocide**. Genocide is the organized killing of a people for the express purpose of putting an end to their collective existence. Because of its scope, genocide requires central planning and a machinery to implement it. This makes genocide the quintessential state crime as only a government has the resources to carry out such a scheme of destruction. The Armenian Genocide was centrally planned and administered by the Turkish government against the entire Armenian population of the Ottoman Empire. It was carried out during W.W.I between the years 1915 and 1918. The Armenian people were subjected to deportation, expropriation, abduction, torture, massacre, and starvation. The great bulk of the Armenian population was forcibly removed from Armenia and Anatolia to Syria, where the vast majority was sent into the desert to die of thirst and hunger. Large numbers of Armenians were methodically massacred throughout the Ottoman Empire. Women and children were abducted and horribly abused. The entire wealth of the Armenian people was expropriated. After only a little more than a year of calm at the end of W.W.I, the atrocities were renewed between 1920 and 1923, and the remaining Armenians were subjected to further massacres and expulsions. In 1915, thirty-three years before the UN Genocide Convention was adopted, the Armenian Genocide was condemned by the international community as a crime against humanity.

24. ONE WORLD NET. GUIDES TO GENOCIDE and Human Rights-

<http://www.oneworld.org/guides/genocide/index.html>

**John Hilary** is a freelance writer and consultant on international trade, development and human rights. Recent publications include *War Brought Us Here: Protecting children displaced within their own countries by conflict* (Save the Children Fund, May 2000), *Globalization and Employment: New opportunities, real threats* (Panos Institute, 1999), *Genetically Modified Seeds: Corporate control over farmers in the Third World* (World Development Movement, 1999) and several briefings on the World Trade Organization. On this site John Hilary discusses the **Armenian Genocide** in the context of other genocides and addresses the legal implications of genocide, racism, prejudice, refugees and immigration policies.” “**'If I could resurrect these dead dog Armenians, I would - just so I could kill them all again'** said a High-ranking Ottoman official in 1915.” “Restricted usage of the term “Genocide”- It is customary to use the term 'genocide' only for the most horrific crimes against humanity. The Armenian genocide of 1915, the Nazi Holocaust and the Khmer Rouge killings in Cambodia were until recently the most commonly cited examples joined this decade by the crimes committed in former Yugoslavia and Rwanda. Stretching back further into the past, the mass destruction of the Americas' indigenous peoples over five centuries of European colonization remains the most notable instance.

25. **Genocide 1915. info The Armenian Genocide.**

<http://www7.ewebcity.com/Armgen/MainFrame.htm>

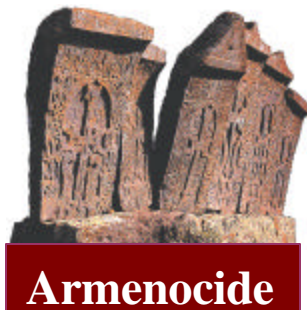
<http://www.ArmenianGenocide.cjb.net/>

<http://www.genocide1915.info/>



This site along with its mirror sites features streaming video documentaries on the genocide including the prime time ABC News special report on the genocide by Peter Jennings and a segment of program, The Genocide Factor. Also included is an interactive genocide map, photographs, news reports, quotes, links and a unique perpetual calendar related to the genocide - “Today in Genocide History,” as well as a summary of the genocide, a chronology, & more than important 20 full text articles by noted writers and scholars.

26. **Documents from German State Archives.**



<http://www.armenocide.de/armenocide/armgende.nsf>

Revised and extended edition of the collection of diplomatic documents published by Johannes Lepsius in 1919 under the title "Germany and Armenia. The Armenian genocide during World War I was the first violent crime against humanity in the 20<sup>th</sup> century. To further education and awareness of this crime, the genocide can now be verified via the Internet from official German documents, available in German and English, that describe the events in detail. Many of these hitherto secret documents were sent by German officers in Turkey intended only to be read by their superiors in Germany. They include hundreds of documents, detailing graphically, day in and day out, the atrocities that took place in the interior of Turkey during World War I. These were produced by German officials, consuls, vice consuls, and military officers. They reveal that the true intention of Turkish leaders was extermination (*Ausrottung*).

27. **20TH CENTURY DEMOCIDE. by R.J. Rummel, University of Hawaii.**

<http://www2.hawaii.edu/~rummel/>

Site representing R.J. Rummel' massive work on the comparative statistical analysis of different genocides which offers extensive excerpts from his book, *Murder by Government*. “Governments have murdered hundreds of millions of their citizens and those under their control. The questions are then, how is this democide defined, is genocide included, how many have been killed, how do we find this out, and what sources can be used? The background photo for this web site was created from the photograph of the corpses of a woman and her two children murdered in the **Turkish genocide of the Armenians** during World War I.” Site includes graphs and tables comparing victim populations and perpetrator groups. A search function facilitates access to key subjects and topics related to the Armenian Genocide, as well as photographs.

## 28. Republic of Armenia

### Armenian Genocide Institute-Museum

<http://www.armenocide.am/>



A virtual multi-language tour of the Armenian Genocide Museum of Armenia that contains an exposition of historical documentary material, archival documents, and photos on the Armenian Genocide. The Museum collects historical and documentary material on the genocide from the state archives of many countries. Collecting eye-witness accounts of the genocide has been an ongoing project for eventual publication. Many documents have already been translated.

Online resources include a historical overview of the genocide, various notable quotations, a map showing areas where Armenians were killed along with the approximate number of victims, tables listing regions affected by the genocide with population figures before and after the genocide, and the number of churches, schools, and settlements destroyed. Includes the unique art of a genocide survivor, the Armenian artist Armiss, who escaped to France and created on canvas a poignant interpretation of his experiences. Included here is a vivid narrative poem that he wrote to complement his artwork.

## 29. Ambassador Morgenthau's Story.

HENRY I MORGENTHAU, American Ambassador at Constantinople from 1913 to 1916.

<http://www.lib.byu.edu/~rdh/wwi/comment/morgenthau/MorgenTC.htm>

<http://www.cilicia.com/morgenthau/MorgenTC.htm#TC>

Both sites feature an online version of the vitally important book "Ambassador Morgenthau's Story" and provide an inside look at the personalities and machinations of those responsible for the crime. It's a complete narrative account of U.S. Ambassador Morgenthau's experiences in Turkey 1913-1916 based on his memoirs that were first published in 1918 in serial form in *The World's Work*. It relates his attempts to persuade the Ottoman leaders to stop the Armenian exterminations. Includes photographs, interviews and much more, including his conversations with CUP leaders who admitted their goal of destroying the Armenians. (See his chapter "The Murder of a Nation.") "It is absurd for the Turkish Government to assert that it ever seriously intended to "deport the Armenians to new homes; the treatment which was given the convoys clearly shows that extermination was the real purpose."—Henry Morgenthau. (Book available for purchase from Gomidas Institute Books, <http://www.gomidas.org/>).



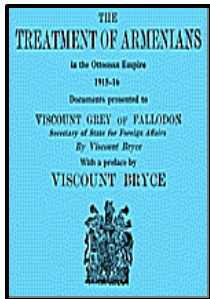
## 30. Treatment of the Armenians in the Ottoman Empire - White paper by Viscount Bryce 1916. Bryce's complete report to VISCOUNT GREY, Secretary of State for Foreign Affairs, on the Armenian massacres in Turkey.

[http://www.ukans.edu/~kansite/ww\\_one/docs/bryce.htm](http://www.ukans.edu/~kansite/ww_one/docs/bryce.htm)

[http://raven.cc.ukans.edu/~kansite/ww\\_one/docs/bryce.htm](http://raven.cc.ukans.edu/~kansite/ww_one/docs/bryce.htm)

<http://zeus.hri.org/docs/bryce/bryce2.htm>

Next to Ambassador Morgenthau's book, this is one of the most important books on the Armenian Genocide. It documents, area by area, town by town, with coincident eyewitness testimony by countless individuals, collected by Viscount Bryce, the destruction of the Armenians in Turkey. He provides an analysis of the material and a description of how Ottoman leaders attempted to prevent news of the events from reaching the outside. He begins his preface with: "In the summer of 1915, accounts, few and scanty at first, but increasing in volume later, began to find their way out of Asiatic Turkey as to the events that were happening there. These accounts described what seemed to be an effort to exterminate a whole nation, without distinction of age or sex, whose misfortune it was to be the subjects of a Government devoid of scruples and of pity, and the policy they disclosed was one without precedent even in the blood-stained annals of the East." It includes maps, a table of contents, letters, correspondences, and interviews with many witnesses- American, German, teachers, missionaries and others (available for purchase from Gomidas Institute Books, <http://www.gomidas.org/>).



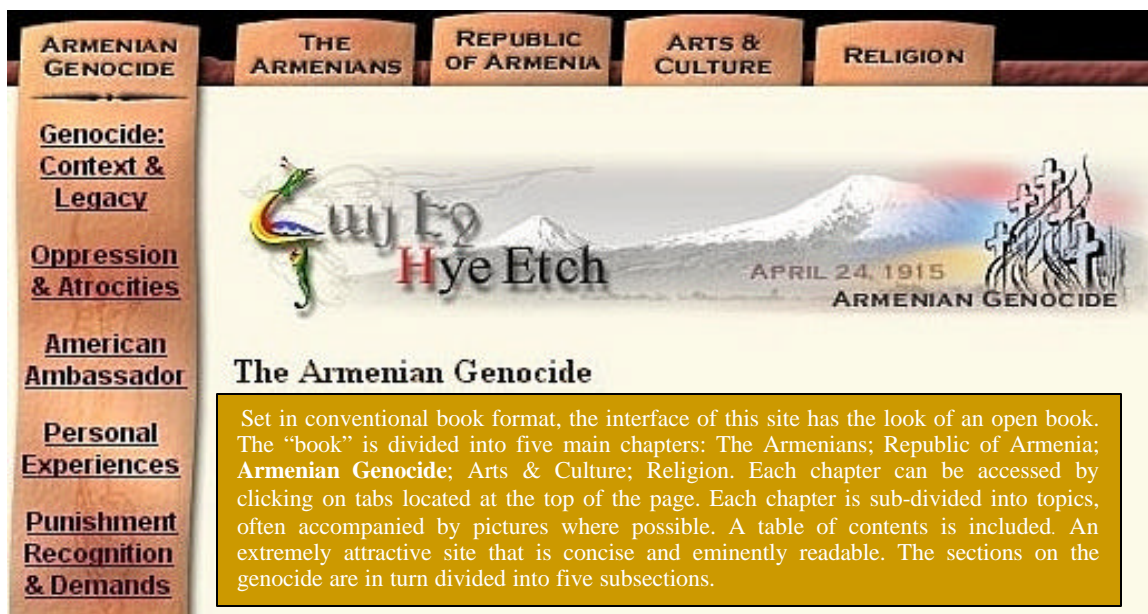
31. **The Armenian Genocide by YOSEF GOELL. The Jerusalem Post**

<http://www.jpost.com/com/Archive/04.May.1997/Opinion/Article-1.html>

From the Jerusalem Post, May 4, 1997: Israeli television Channel 1's "News Around the World" was devoted almost entirely to the theme of genocide in the modern world. A good part of the program, which was prepared and presented by Ya'acov Ahimeir, recently returned from a stint as Channel 1's correspondent in Washington, and focused on the **Armenian genocide** of 1915, whose formal memorial date, April 24, comes so close to Holocaust Martyrs' and Heroes' Remembrance Day. On that date, close to a year into World War I, during which the Ottoman Empire was allied with the Kaiser's Germany, several thousand of the intellectual, social, and business elites of the Armenian minority in the Ottoman capital, Constantinople, were rounded up and force-marched into detention by the Ottoman authorities. That proved to be the beginning of the Armenian genocide, in which, in the ensuing 18 months, about 1.5 million Armenians, at the time one-third of the Armenian people, were annihilated.

32. **The Armenians. An Online Encyclopedia.**

<http://www.hyeetch.nareg.com.au/genocide/>



33. **Australian Institute for Holocaust and Genocide Studies.** Description of Genocide Study Course work with a list of publications and study guides. Director, Colin Tatz.

<http://www.aihgs.com/newccgs.html>



Site includes the newsletter of the Institute and a list of topics covered in each issue. "Everyone knows something of the Jewish Holocaust of the 1930s-40s. Less well known is the **Armenian Genocide** of 1915 used by the Nazi leadership as the model for their own genocidal programme. Practically unknown is the Hellenic Holocaust of 1915-23: the extermination of an entire civilization on a scale unknown until then. Until the outbreak of World War I, some five million Hellenes and Armenians lived throughout the territories that constitute modern Turkey. By 1923, 2.5 million had been massacred, with the rest fleeing for their lives to Hellas, then to the USSR, or were converted to Islam. The thriving Hellenic civilizations of Pontus and Asia Minor and the equally thriving Armenian civilizations of Cilicia and Turkish-held Armenia were systematically wiped out." Site includes student assignments, a list of suggested readings, a bibliography, and an extensive list of study questions for the classroom. The institute also publishes an academic journal, *Genocide Perspectives, Essays in Comparative Genocide*.



34. **The Armenian Genocide.** Links to Dr. Martin Niepage's Report: "THE HORRORS OF ALEPPO," and excerpts from Christopher Walker's "Survival of a Nation."

<http://www.geocities.com/CapitolHill/Congress/1881/armenians16.html>

Both important documents are linked to this site which also includes 24 photographs of the genocide. From the text of one of the documents: "The object of the deportations is the extermination of the whole Armenian nation. This is also proved by the fact that the Turkish Government declines all assistance from missionaries, Sisters of Mercy and European residents in the country, and systematically tries to stop their work. A Swiss engineer in Anatolia was to have been brought before a court-martial because he had distributed bread to the starving Armenian women and children in a convoy of exiles. The Government has not hesitated even to deport Armenian pupils and teachers from the German schools at Adana and Aleppo, and Armenian children from the German orphanages, without regard to all the efforts of the Consuls and the heads of the institutions involved. The Government also rejected the American Government's offer to take the exiles to America on American ships at America's expense."

35. **Detroit Free Press: "Lessons of Armenian Genocide Relevant to all Nations."**

<http://www.umd.umich.edu/dept/armenian/papazian/lesson.html>

April is Genocide Month and many people of goodwill are commemorating with solemn observances the **Armenian Genocide** and the Jewish Holocaust. Others ask why we should remember a genocide carried out during World War I, and a Holocaust that took place during World War II. Each day's newspaper brings us fresh stories of slaughter and carnage in some corner of the world. What makes these events different and still relevant to our era? First, of course, are the moral arguments. These were evil deeds, systematically carried out on a large scale by unjust governments against defenseless religious minorities. The **Armenian Genocide**, the first genocide of the 20th Century, took the lives of as many as 1.5 million people, yet the Turkish government denies to this day that it happened.

36. **The Turkish Military Tribunal's prosecution of the authors of The Armenian Genocide. Four Court-Martial Series** Excerpted from Holocaust and Genocide Studies, Volume II, Number 1, Spring 1997.

<http://www.genocide.am/dadrian/content.htm>

<http://www.fortunecity.com/business/napier/112/id89.htm>

Both sites contain the full text of four important trial series that took place in Turkey in the period after the genocide along with an analysis of the material. "The prosecution of dozens of World War I Turkish war criminals by a Turkish Military Tribunal has yet to engage the attention of scholars of legal history, in particular genocide studies. The present article attempts to correct this by directing attention to those trial sessions. When analyzed these sessions shed significant light on the issues of prevention and punishment that are the touchstone of the UN Convention on Genocide. These issues continue to impact the contemporary debate on genocide as the ultimate crime. The trials constitute a milestone in Turkish legal history. The post-war Turkish authorities had to reckon with a theocratic system which had an established legacy of severity in dealing with non-Muslim subject nationalities in conflict with Ottoman authorities. The trials challenged this legacy by introducing a novel element in the handling of nationality conflicts. For the first time, Ottoman-Turkish authorities of the highest rank were being held accountable for their crimes against these nationalities. To add emphasis to this novelty, the Sultan and his government did so via a Special Military Tribunal, whose work proceeded under a succession of Ottoman governments in the wake of an exhausting war which had ended with the devastating defeat of the Ottoman army" — Professor V. Dadrian.

37. **The Forgotten.org. Dedicated to the 1915 Armenian Genocide.**

<http://www.theforgotten.org/intro.html>

A poignant multimedia presentation introduces this sites which includes a Timeline, Images, and Survivor Accounts. Sections include the 5 minute ABC Evening News Special Report by Peter Jennings on the Armenian Genocide that aired nationwide on April 1999 on ABC's "The Century program." The Survivors section includes online video testimonies by more than 25 individuals including Armin T. Wegner, Henry Morgenthau III and many others. The Images section includes a slide show of 17 photographs and the Time Line presents an interactive timeline for the events from 1893 to 1930 with streaming audio and photographs.



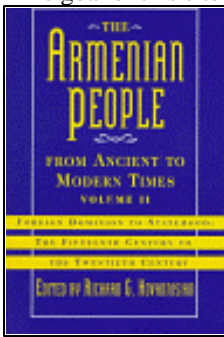
38. **The Armenian Genocide: An extensive site that includes a summary of key events, quotes, newspaper articles, first-hand accounts, readings, photographs and much more.**  
<http://www.cilicia.com/armo10.html>

- Photographs and Quotes - Hitler, Ataturk, US Ambassador, etc.
- Survivor and eyewitness accounts, historical articles from the New York Times reporting the genocide.
- Online texts on the genocide, books, treaties, and essays.
- Declarations of Recognition of the Armenian Genocide.
- Suggested Readings. Order books on-line! Links to other genocide sites.

39. **Armenia & The Armenians.** Home page of the survivors and descendants of the resistance fighters on Musa Dagh, featuring a concise history of the Armenian people from ancient times to the present, with sections on the Genocide.

<http://www.mousaler.com/armenia/>

"The goal of this site is to highlight the principal features and milestones of Armenian History and to condense them as practically and meaningfully possible. The site comprises a table of contents on Armenian history in 17 chapters: (1) Origin of the Armenians, (2) Struggle for Survival, (3) Zenith of Power, (4) The Ceaseless Invasions, (5) Second Partition, (6) The War in Defense of Christianity, (7) The Conquest of Seljuk Turks, (8) Ottoman Rule, (9) Massacre and Dispersion, (10) April 24. (11) Attributes of the Armenians, (12) The Russian Revolution, (13) The Contribution of the Armenians during WWI, (14) Independent Armenia and Annexation by USSR, (15) Armenians and the Allied cause in WWII, (16) The Armenian Question, (17) Armenia Today (CIA Factbook). Of particular interest is the monograph, "1916 Documents by Viscount Bryce About Musa Dagh," a narrative account of resistance by a small group of villages by which they were able to survive the genocide. Shown here is the cover of Richard Hovannisian's important book on Armenian history, Vol. I.



40. **University of Michigan Dearborn - Armenian Research Center.**

<http://www.umd.umich.edu/dept/armenian/facts/>  
<http://www.umd.umich.edu/dept/armenian/facts/answers.html>

Site contains articles on Armenia, Armenian history and the genocide, including a Fact Sheet on the genocide, several full text essays including one under Selected Writings of Dr. Dennis Papazian addressing denial and the distortion of the facts of the genocide: "Misplaced Credulity: Contemporary Turkish Attempts to Refute the Armenian Genocide." Includes links to important articles on a range of topics related to the genocide including the "King-Crane Commission Report on the Near East," (Official United States Government Report) that dealt with the aftermath of the Armenian Genocide. Includes a link to the online text of "The Blight of Asia." by George Horton, American Consul in Smyrna in 1922 who was eyewitness to many events and who also availed himself of the testimony of other diplomats' accounts of the Turkish massacres of Armenians and Greeks. <http://www.hri.org/docs/Horton/>.

41. **The Armenian Massacre:1915.** NORTH PARK UNIVERSITY HISTORY DEPT.

<http://www.campus.northpark.edu/history/WebChron/MiddleEast/ArmenMassacre.html>



The major in history aims to engage students deeply and actively in their own world through disciplined reflection on the significant persons, events and dynamics which have helped create it and give it meaning. The first genocide of the 20th century is one that has gone largely unnoticed. Still denied by many Turks, the **Armenian Genocide** of 1915-1916 accounts for the death of one and a half million Armenians in the Ottoman Empire. "The first step in this annihilation was to disarm the Armenians in the army, place them in labor battalions and kill them. Then on April 24, 1915 the Armenian political and intellectual leaders were gathered and killed. Finally, the remaining Armenians were called from their homes, often in a house by house search. Many men were shot immediately or thrown into prison, only to be tortured to death later. The rest of the men, women and children were told they would be relocated, and were then marched off to concentration camps in the desert between Jerablus and Deir ez-Zor. Here, they would starve and thirst to death in the burning sun. Prisoners were starved, beaten, raped and murdered by unmerciful guards " - Suzanne Katz.

42. **A chronology of the treatment of Armenians in the Ottoman Empire 1875-1923**

[1875](#) | [1878](#) | [1879](#) | [1880](#) | [1884](#) | [1886](#) | [1888](#) | [1890](#) | [1891](#) | [1893](#) | [1894](#) | [1895](#) | [1896](#) | [1900](#) | [1904](#)  
| [1908](#) | [1909](#) | [1913](#) | [1914](#) | [1915](#) | [1916](#) | [1917](#) | [1918](#) | [1919](#) | [1920](#) | [1921](#) | [1922](#) | [1923](#)

[http://www.armenocide.am/gen\\_chronology.htm](http://www.armenocide.am/gen_chronology.htm)

This site provides a brief chronological overview of key events in the Ottoman Empire dealing with Armenians in the period 1875-1923 and is arranged by year so that access to a given year is quick and immediate and shows a series of entries that relate events for that year.

43. **The History Wizard, World History online. Multimedia Exhibit and teaching guide on the Armenian Genocide and other genocides. "For students, teachers & lovers of history."**



<http://www.historywiz.com/armenia.htm>

<http://www.historywiz.com/>

In association with the History Channel, and featured in Macworld, this site was voted one of the five best history sites on the web for teachers, students, and lovers of history.

Includes a Multimedia Exhibit with photographs on the **Armenian Genocide**: "Armenians had lived in their traditional lands for thousands of years. For much of the last thousand years they had lived as an ethnic and religious minority (Christian) in the Ottoman Empire. In 1915, during the First World War, the Turkish government resolved the "Armenian Question" by eliminating this population from the Ottoman Empire. In February of 1915 the government ordered Armenian men serving in the Turkish army disarmed. They were organized into labor groups and later killed. In April they rounded up and summarily arrested hundreds Armenian community leaders and intellectuals. Nearly all were executed." Other fascinating facts from the History Wizard's archives include material on "Adolf Hitler and the Annihilation of the Armenians." Site includes a Study Skills Guide for teachers and students, exhibits, books, and a guide for writing research papers. Photographs and suggested reading material are included as well as links to other sites on the Armenian Genocide.

44. **AIM Magazine site dedicated to the North American Premier of "A Wall of Silence."**



[http://www.omroep.nl/human/tv/muur/W\\_O\\_S/home.htm](http://www.omroep.nl/human/tv/muur/W_O_S/home.htm)

[http://www.omroep.nl/human/tv/muur/W\\_O\\_S/lijt.htm](http://www.omroep.nl/human/tv/muur/W_O_S/lijt.htm)

A wall of silence surrounds perpetrators when shown evidence of the Armenian genocide. This site informs on a critically important documentary while making available online the full text of six important articles. It recounts the personal and professional lives of Turkish sociologist Taner Akcam and Armenian Genocide scholar Vahakn Dadrian, their common research, and their call for international recognition of the Armenian Genocide. The 54 minute documentary was filmed in Turkey, Germany, Belgium and the United States and was shown on Dutch national television. It was directed and produced by Dorothee Forma of the Humanistische Omroep Foundation, the Netherlands. Key articles available online include: (1) "Turkish Writer Breaks Ranks on Genocide History — tells L.A. audience his country was guilty of long-disputed massacre of Armenians between 1915 and 1923;" (2) The text of Dr. Akcam's address at the Samuel Goldwyn Theater, Academy of Motion Picture Arts and Sciences, Beverly Hills, CA, on April 16, 1999. Also included is an interview with Dutch film maker, Dorothea Forma, whose documentary can be ordered from this site.

45. **The Armenian Film Foundation. Documentary Videos on the Armenian Genocide.**



<http://www.armenianfilmfoundation.com/films.html>

The Armenian Film Foundation is a non-profit, educational and cultural organization dedicated to the documentation on film and video of Armenians, their history, culture, and the genocide. Its primary aim is to inspire world-wide recognition of the Armenian people and their contributions, and to foster human dignity. Pursuant to its purpose the AFF produces and makes available for purchase a number of videos. The site contains a description of all available films which can be ordered online. It is noteworthy that the California State Board of Education endorsed and funded the production by the AFF of a video on the genocide for use in public schools in California which can also be ordered from their web site. (See entry #3.)

46. Fathom Online Learning Center. Columbia University.

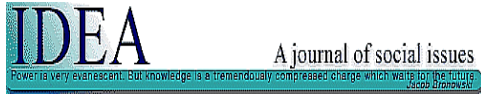
[http://www.fathom.com/story/story.ihtml?story\\_id=190220](http://www.fathom.com/story/story.ihtml?story_id=190220)



This site features online the full text of a talk given by Professor Israel Charny at Barnard College, Columbia University, on genocide denial that includes the Armenian Genocide, "Preserving a Genuine Sense of Tragedy and Moral Outrage About All Genocides." The Fathom site

offers a wide range of educational material on specialized topics. Using the "search" window and keying in genocide" retrieves a number of important essays and articles on genocide and international law.

47. Idea: A Journal of Social Issues. An electronic journal for the exchange of ideas related to cults, mass movements, autocratic power, war, genocide, Democide, the Holocaust, and murder.



<http://www.ideajournal.com/charny-denials.html>  
<http://www.ideajournal.com/index.html>

This online journal contains a number of key articles on the Armenian Genocide. Issue no 1, Vol 7 includes "Modern Genocide: The Curse of the Nation State and Ideological Political Parties: The Armenian Case" by Professor Dennis Papazian Ph.D. Issue No 1, Vol. 6, features an article by renowned Holocaust and Genocide scholar and Editor-in-Chief of the Encyclopedia of Genocide, Professor Israel Charny, "The Psychological Satisfaction of Denials of the Holocaust or Other Genocides by Non-Extremists or Bigots, and Even by Known Scholars." "Denials of known genocides are not only the work of bigots, such as anti-Semites and neo-nazis who deny the Holocaust, or Turkish ideologues who deny the history of the Armenian Genocide, but are voiced by many people in all walks of life, even by bona fide respectable academicians. The purpose of this essay on academicians who deny a known case of genocide is to enable us to fight back, discredit, and one would hope, also shame those professionals of the academic cloth who use the advantages of their positions in the service of denials of the cruelest events of mass murders of peoples" - Israel Charny.

48. Armenian National Committee, San Francisco Bay Area.

<http://www.ancsf.org/armenian-genocide.htm>



**Human Rights and Genocide: Case Study of the First Genocide of the 20th Century. Comprehensive Lesson Plans for Teachers, 190 pp.**

[www.ancsf.org/lesson-plan.htm](http://www.ancsf.org/lesson-plan.htm)

Designated by AGRC as the "Best Site" on the Web for teachers, students and the general public for teaching and learning about the Armenian Genocide. This Online Book and Lesson Plan, underwritten by ANC, was prepared by two world history teachers and sponsored by the San Francisco Unified School District Office of Curriculum Improvement and Professional Development. Newly released for summer 2003 it is a comprehensive 190 pp. study guide on human rights and genocide with complete **Lesson Plans** on the Armenian Genocide that include a One Day, Two Day, and Ten Day unit with a description of all materials teachers will need including more than two dozen overheads, classroom exercises and more. Included are discussions on a wide range of topics related to the genocide: history of Armenians in the Ottoman Empire, primary source documents, maps, denial issues, legal and international issues. Registration is free and open to teachers and the general public. Materials can be printed or downloaded online. Other topics covered in the Study Guide include the Slave Trade, Genocide of the Native Americans, the Great Famine in the Ukraine, the Rape of Nanking, the Holocaust, the Cambodian Genocide, Ethnic Cleansing in Bosnia and Herzegovina, and the Rwandan Genocide. The ANC site includes excerpts from the **1985 U.N. Subcommission Report** on Genocide that noted the Armenian Genocide, a **chronology** of the Genocide, articles on **altruism** during the genocide, **photographs** by German medic Armin T. Wegner, a list of **videos** on the genocide, a 45 pp. **Resource Guide**, a list of **web sites**, a **bibliography**, a collection of New York Times **news articles** from 1915, a document, "Hitler and the Armenian Genocide," and Resolutions of Recognition passed throughout the world on the Armenian Genocide along with significant **Quotes** on the genocide by world leaders and statesmen.

49. **CRAG. Campaign for Recognition of the Armenian Genocide. A site based in Britain.**



<http://24april.org/>  
<http://myweb.tiscali.co.uk/crag/site/HomePage.htm>  
<http://myweb.tiscali.co.uk/crag/site/Children.htm>

Site includes rare 1915 press reports on the genocide, lists of resolutions on the genocide, current and ongoing discussion of key issues in Britain and elsewhere, action alerts, a history of the genocide, and a number of key articles on the genocide by journalists and scholars of genocide including Professor Vahakn Dadrian's important article "**Children as Victims of Genocide: The Armenian Case**" treating specifically the genocide of children during the Armenian Genocide. "CRAG works towards changing the unethical policy of denial, which primarily emanates from the Turkish Government, whose predecessor carried out the genocide. We work to change this policy not as an attack on the Turkish Government, but simply because if we allow any genocide to be denied, it makes it easier for others to take place in the future."

50. **Anne Frank Lessons in Educating for human rights**



[http://www.citizen-times.com/human\\_rights/chapter14.shtml](http://www.citizen-times.com/human_rights/chapter14.shtml)

**"Remembering the Extermination of the Armenians"**

By Dr. Joyce Apsel, SPECIAL TO THE CITIZEN-TIMES.

Joyce Apsel is a genocide scholar and Master Teacher, General Studies Program, New York University, and Director of Rights Works; She is also President of the International Association of Genocide Scholars, 2001-2003. Chapter 14 of this online learning center treats the Armenian Genocide with a brief history of the genocide, the role of memory and survivor testimony, with discussions of impunity when perpetrators are unpunished and how this contributes to the process of denial, and its impact on teaching history and moral accountability. "The 20th century has been one of genocide against individuals belonging to targeted groups. War is often a cover for genocide and the genocide against the Armenian took place during World War I."

51. **Gendercide Watch. Case Study: The Armenian Genocide**



[www.gendercide.org](http://www.gendercide.org)

[http://www.gendercide.org/case\\_armenia.html](http://www.gendercide.org/case_armenia.html)

Researched and written by genocide scholar Adam Jones Ph.D. This site contains an extensive treatment of the Armenian genocide that includes photographs, quotes, and an analysis with comments by Jones. "The Armenian genocide was one of the most massive 'root-and-branch' exterminations ever carried out against a defenseless people. In 1915, as World War I raged, the Turkish government (ruler of the Ottoman Empire) decided on the systematic extermination of most of the male Armenian population, and the forced deportation of the remainder, mostly women, children, and the elderly. The deportation became a death march with extreme violence and deprivation leading to the death of most of the survivors of the gendercide, as was intended. By the time exhausted and traumatized survivors reached refuge in neighboring countries, up to three-quarters of the entire Ottoman Armenian population had been exterminated."



## 52. Montreal Institute for Genocide and Human Rights Studies



<http://migs.concordia.ca/occpapers/defining.html>

### **“DEFINING THE PERPETRATOR SEEKING PROOF OF INTENT”**

An “Occasional Paper” by genocide scholar Kurt Jonassohn, Ph.D. **A discussion of perpetrator intent and the viability or necessity of proving intent.** As every student of methodology should know, the choice of research methods has an effect on the kinds of results that can be obtained. The study of intent provides a dramatic illustration of this basic rule. In twentieth century genocides the study of the intent of the perpetrators has often hinged on finding the written record of the perpetrators' orders. A good part of the differing interpretations between the Turkish government and Armenians of the events of 1915 hinges on the existence of written orders for the genocide. While the Armenians produced such documents, the defenders of the Turkish position have tried to prove them to be forgeries. What sometimes gets lost in this debate is the great volume of evidence favoring the Armenian position which makes the existence of written orders quite irrelevant.

## 53. Teaching Tolerance Magazine. A web site of the Southern Poverty Law Center



<http://www.tolerance.org/teach/expand/mag/features.jsp?p=0&is=30&ar=323>

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### **The World Was Silent**

A study of the Armenian Genocide raises troubling questions of remembrance and responsibility. The Legacy of the Armenian Genocide: By learning about this often overlooked genocide, students can reflect on moral responsibility, identity and denial. Some educators believe we are doing our students a disservice by shielding them from the devastating toll genocides in other parts of the world have inflicted on humankind. A web site for students and teachers alike. Offers teaching tools, editor's notes, and archived articles.

## 54. Project on Defense Alternatives – Papers and articles.



**“Total War: The Annihilation Ethic, and the Armenian Genocide, 1870-1918” by Dr. James Reid**  
from R. Hovannisian (ed). *The Armenian Genocide: History, Politics, Ethics*, New York, 1992, pp. 21-47.

<http://www.comw.org/pda/fulltext/92reid.html> A think tank related to international defense related issues, this site contains an incisive article by James Reid Ph.D. that analyzes the ideological factors that influenced reform militarism in the Ottoman Empire which contributed to the doctrine of “total war” and the “annihilation ethic” —important factors in the massacre of Armenians 1890-1909 and the genocide of 1915.

## 55. Center for World Indigenous Studies. Essay on the Armenian Genocide by Richard Korn, Ph.D., Institute for the Study of Genocide.

<http://www.cwis.org/fwj/21/tgc.html>



### **“Turkey's Genocidal Crime and Silence: Mass Murder of the Armenian People”**

“In 1915 the Turkish government, led by the Young Turk party had seized power six years earlier proclaiming a commitment to “Freedom, Justice, Equality and Fraternity,” launched a program aimed at the extermination of its Armenian population. Under the supervision of the central government, between 800,000 and 1,200,000 Armenians were murdered. There is evidence that these murderous operations were sometimes monitored with fine attention to detail.” Korn’s essay reviews the genocide and its denial by Turkey and discusses how Turkey was able to exert its influence in 1971 when a UN Report on genocide was to include a reference to the Armenian Genocide.