

A Comparative Study of Genocide

History 112 / 113

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THE ARMENIAN AND THE JEW



The Jew: "They persecute us because we're not Christians; what do they have against you?"

*The Armenian: "They persecute us because we **are** Christians!"*

Rotter, in *KHATABALA*
15 September 1907
(no. 33/65)

Overview & Rationale

This collection of resources is meant to *enhance* the New Brunswick Grade 11 Holocaust curriculum, by providing enough primary and secondary sources on another historic genocide to allow for a comparative study.

The Armenian genocide was the first genocide of the 20th century. Historians have argued that it laid the framework for all genocides that came afterward, due to its systematic nature. A study of Armenian genocide alongside the Holocaust will give students a basis for comparison; it will help them understand the concept of ‘genocide’ as a global, historical phenomenon, rather than as a tragic chapter in modern European and Jewish history.

This document provides a wealth of instructional material, both for teachers and students. Teachers will find background information on the Armenian genocide itself, as well as rationales and instructional strategies for a comparative study of genocide.

The student resources provided below are arranged in the order they ought to be introduced. They consist of maps, reproductions of primary source documents, photographs, a short video segment, and some concluding activities. For the most part, the resources have to do with the Armenian genocide; students are expected to have studied the Holocaust through the materials provided by the New Brunswick curriculum, prior to this comparative study. They will be expected to draw on their knowledge of the Holocaust, and Germany in WWII to make comparisons.

Teacher Resources

The Genocide of the Armenians

This is a comprehensive textbook on the Armenian genocide, that emphasizes personal reflection through the study of textual primary sources. Students read first-hand accounts of the genocide, and answer questions that help connect what they read to experiences meaningful to them. A great source for background knowledge, or for narratives to read aloud or share among the class.

<http://www.stickbyatlas.com/docs/resources/teaching-genocide/The-Genocide-of-the-Armenians.pdf>

Teaching about Genocide: Issues, Approaches & Resources

This book is an excellent resource to consult when preparing to teach about genocide. Four chapters have been reproduced for download below.

Armenian Genocide Case Study

<http://www.stickbyatlas.com/docs/resources/teaching-genocide/case-study-armenian.pdf>

Jewish Holocaust Case Study

<http://www.stickbyatlas.com/docs/resources/teaching-genocide/case-study-holocaust.pdf>

Instructional Strategies for Teaching about Genocide

<http://www.stickbyatlas.com/docs/resources/teaching-genocide/genocide-strategies.pdf>

Conducting a Comparative Study of Genocide

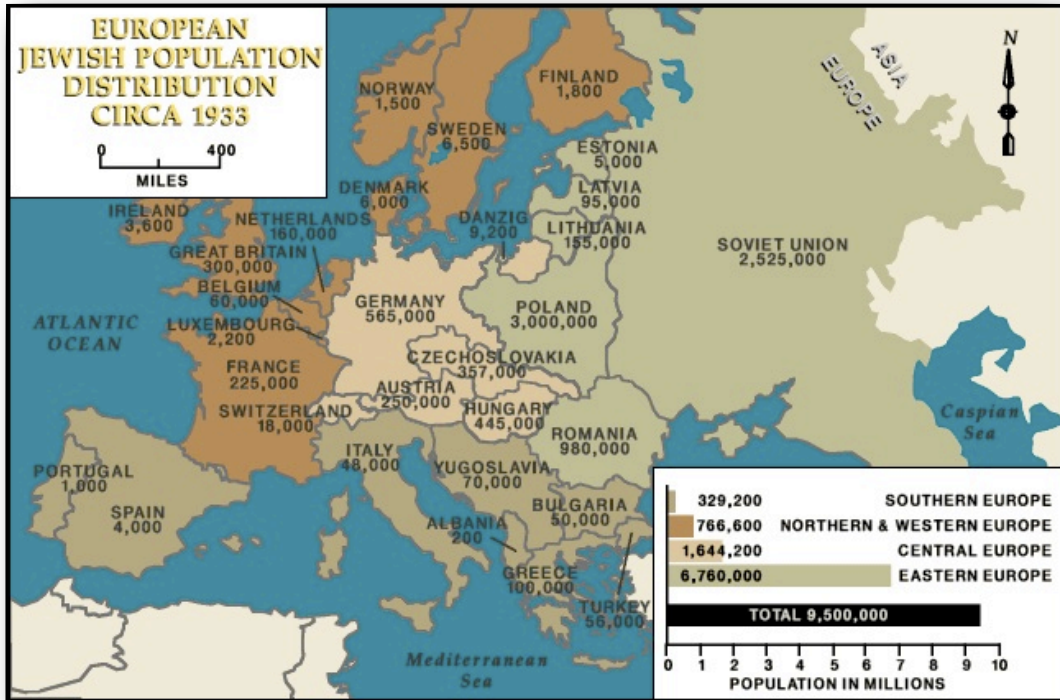
<http://www.stickbyatlas.com/docs/resources/teaching-genocide/comparative-genocide.pdf>

The Holocaust: Remembering for the Future

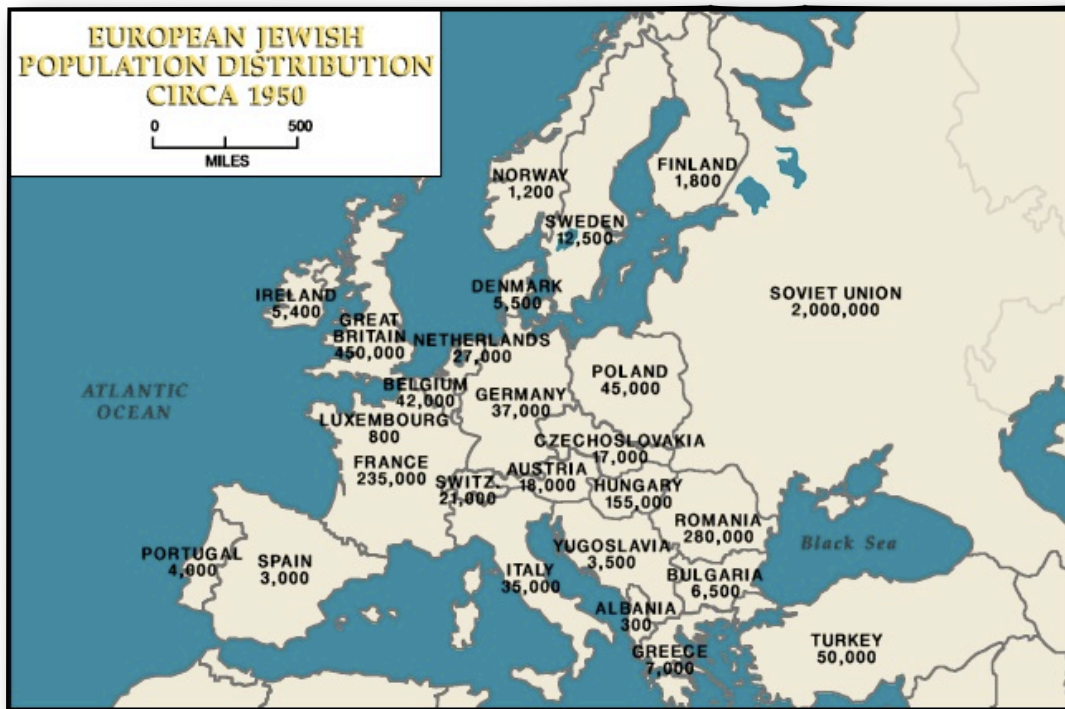
Though this is a Holocaust-centric resource, it contains one chapter that explicitly outlines the similarities and differences between the Armenian Genocide and Jewish Holocaust, and connects these to more general themes. Provided below.

Comparison of the Armenian Genocide & Holocaust

<http://www.stickbyatlas.com/docs/resources/teaching-genocide/comparison.pdf>



European Jewish population distribution, ca. 1933



European Jewish population distribution, ca. 1950

Questions

The population maps should be students' first introduction to the Armenian genocide. Students should have a cursory knowledge of what happened to the Jews in Europe during WWII, and will use this knowledge to draw parallels and make conjectures about what they see in both sets of maps. Students should note a similar exodus of Armenians out Anatolia, and infer that something similar must have occurred in the Ottoman Empire.

- ▶ What trends do you notice in the population of Jews and Armenians, over the two population maps given for each group?
- ▶ Based on what you've studied about World War Two so far, how can you explain the change in population of Jews in Europe?
- ▶ Look carefully at the information presented in the two Armenian population maps.
 - ▶ What six provinces of the Ottoman Empire had the largest populations of Armenians before 1915?
 - ▶ How did this change after 1915?
 - ▶ How can you account for the trends you notice?
- ▶ Describe in your own words what you think happened in the Armenian case.

Introduction to the Armenian Genocide

After the map exercise, students should be have raised some questions that the maps cannot answer. With interest piqued, provide them with the necessary information on the Armenian genocide. The activity below contains a three-page account of the Armenian genocide, including the events leading up to it and following from it. A vocabulary sheet is also included to explain foreign terms.

As content knowledge is paramount to the subsequent activities in this package, a multiple choice quiz is included, along with an answer key.

Click below to download:

www.stickbyatlas.com/docs/resources/teaching-genocide/introduction.pdf

The Ideals of the C.U.P. and the Nazi Party

The program of the German Workers' Party is an epochal program.

The leaders reject the idea of setting up new goals after those included in the program have been achieved merely in order to make possible the further existence of the Party by artificially inducing discontent among the masses.

1. We demand the union of all Germans in a Great Germany on the basis of the principle of self-determination of all peoples.
2. We demand that the German people have rights equal to those of other nations; and that the Peace Treaties of Versailles and St. Germain shall be abrogated.
3. We demand land and territory (colonies) for the maintenance of our people and the settlement of our surplus population.
4. Only those who are our fellow countrymen can become citizens. Only those who have German blood, regardless of creed, can be our countrymen Hence no Jew can be a countryman.
5. Those who are not citizens must live in Germany as foreigners and must be subject to the law of aliens.
6. The right to choose the government and determine the laws of the State shall belong only to citizens. We therefore demand that no public office, of whatever nature, whether in the central government, the province. or the municipality, shall be held by anyone who is not a citizen.

We wage war against the corrupt parliamentary administration whereby men are appointed to posts by favor of the party without regard to character and fitness.

7. We demand that the State shall above all undertake to ensure that every citizen shall have the possibility of living decently and earning a livelihood. If it should not be possible to feed the whole population, then aliens (non-citizens) must be expelled from the Reich.
8. Any further immigration of non-Germans must be prevented. We demand that all non-Germans who have entered Germany since August 2, 1914, shall be compelled to leave the Reich immediately.
9. All citizens must possess equal rights and duties.
10. The first duty of every citizen must be to work mentally or physically. No individual shall do any work that offends against the interest of the community to the benefit of all.

Therefore we demand:

11. That all unearned income, and all income that does not arise from work, be abolished.

Breaking the Bondage of Interest

12. Since every war imposes on the people fearful sacrifices in blood and treasure, all personal profit arising from the war must be regarded as treason to the people. We therefore demand the total confiscation of all war profits.

13. We demand the nationalization of all trusts.

14. We demand profit-sharing in large industries.

15. We demand a generous increase in old-age pensions.

16. We demand the creation and maintenance of a sound middle-class, the immediate communalization of large stores which will be rented cheaply to small tradespeople, and the strongest consideration must be given to ensure that small traders shall deliver the supplies needed by the State, the provinces and municipalities.

17. We demand an agrarian reform in accordance with our national requirements, and the enactment of a law to expropriate the owners without compensation of any land needed for the common purpose. The abolition of ground rents, and the prohibition of all speculation in land.

18. We demand that ruthless war be waged against those who work to the injury of the common welfare. Traitors, usurers, profiteers, etc., are to be punished with death, regardless of creed or race.

19. We demand that Roman law, which serves a materialist ordering of the world, be replaced by German common law.

20. In order to make it possible for every capable and industrious German to obtain higher education, and thus the opportunity to reach into positions of leadership, the State must assume the responsibility of organizing thoroughly the entire cultural system of the people. The curricula of all educational establishments shall be adapted to practical life. The conception of the State Idea (science of citizenship) must be taught in the schools from the very beginning. We demand that specially talented children of poor parents, whatever their station or occupation, be educated at the expense of the State.

21. The State has the duty to help raise the standard of national health by providing maternity welfare centers, by prohibiting juvenile labor, by increasing physical fitness through the introduction of compulsory games and gymnastics, and by the greatest possible encouragement of associations concerned with the physical education of the young.

22. We demand the abolition of the regular army and the creation of a national (folk) army.

23. We demand that there be a legal campaign against those who propagate deliberate political lies and disseminate them through the press. In order to make possible the creation of a German press, we demand:

- (a) All editors and their assistants on newspapers published in the German language shall be German citizens.
- (b) Non-German newspapers shall only be published with the express permission of the State. They must not be published in the German language.
- (c) All financial interests in or in any way affecting German newspapers shall be forbidden to non-Germans by law, and we demand that the punishment for transgressing this law be the immediate suppression of the newspaper and the expulsion of the non-Germans from the Reich.

Newspapers transgressing against the common welfare shall be suppressed. We demand legal action against those tendencies in art and literature that have a disruptive influence upon the life of our folk, and that any organizations that offend against the foregoing demands shall be dissolved.

24. We demand freedom for all religious faiths in the state, insofar as they do not endanger its existence or offend the moral and ethical sense of the Germanic race.

The party as such represents the point of view of a positive Christianity without binding itself to any one particular confession. It fights against the Jewish materialist spirit within and without, and is convinced that a lasting recovery of our folk can only come about from within on the principle:

COMMON GOOD BEFORE INDIVIDUAL GOOD

25. In order to carry out this program we demand: the creation of a strong central authority in the State, the unconditional authority by the political central parliament of the whole State and all its organizations.

The formation of professional committees and of committees representing the several estates of the realm, to ensure that the laws promulgated by the central authority shall be carried out by the federal states.

The leaders of the party undertake to promote the execution of the foregoing points at all costs, if necessary at the sacrifice of their own lives.

The Young Turks: Proclamation for the Ottoman Empire, 1908

1. The basis for the Constitution will be respect for the predominance of the national will. One of the consequences of this principle will be to require without delay the responsibility of the minister before the Chamber, and, consequently, to consider the minister as having resigned, when he does not have a majority of the votes of the Chamber.
2. Provided that the number of senators does not exceed one-third the number of deputies, the Senate will be named as follows: one-third by the Sultan and two-thirds by the nation, and the term of senators will be of limited duration.
3. It will be demanded that all Ottoman subjects having completed their twentieth year, regardless of whether they possess property or fortune, shall have the right to vote. Those who have lost their civil rights will naturally be deprived of this right.
4. It will be demanded that the right freely to constitute political groups be inserted in a precise fashion in the constitutional charter, in order that article 1 of the Constitution of 1293 A.H. [Anno Hegira] be respected.
7. The Turkish tongue will remain the official state language. Official correspondence and discussion will take place in Turkish.
9. Every citizen will enjoy complete liberty and equality, regardless of nationality or religion, and be submitted to the same obligations. All Ottomans, being equal before the law as regards rights and duties relative to the State, are eligible for government posts, according to their individual capacity and their education. Non-Muslims will be equally liable to the military law.

10. The free exercise of the religious privileges which have been accorded to different nationalities will remain intact.
11. The reorganization and distribution of the State forces, on land as well as on sea, will be undertaken in accordance with the political and geographical situation of the country, taking into account the integrity of the other European powers.
14. Provided that the property rights of landholders are not infringed upon (for such rights must be respected and must remain intact, according to law), it will be proposed that peasants be permitted to acquire land, and they will be accorded means to borrow money at a moderate rate.
16. Education will be free. Every Ottoman citizen, within the limits of the prescriptions of the Constitution, may operate a private school in accordance with the special laws.
17. All schools will operate under the surveillance of the state. In order to obtain for Ottoman citizens an education of a homogenous and uniform character, the official schools will be open, their instruction will be free, and all nationalities will be admitted. Instruction in Turkish will be obligatory in public schools. In official schools, public instruction will be free. Secondary and higher education will be given in the public and official schools indicated above; it will use the Turkish tongue. Schools of commerce, agriculture, and industry will be opened with the goal of developing the resources of the country.
18. Steps shall also be taken for the formation of roads and railways and canals to increase the facilities of communication and increase the sources of the wealth of the country. Everything that can impede commerce or agriculture shall be abolished.

Questions

- ▶ Read through the two documents outlining the platforms of the Committee of Union and Progress and the National Socialists, and highlight parts that you find interesting.
- ▶ Based on what you read alone, would you want to live in a society like the Ottoman Empire or Germany? Give reasons for your answers, from the two documents.
- ▶ What social problems can you anticipate based on the 25 points of the German Workers' Party?
- ▶ Do the 25 points of the Nazi party support or contradict the realities of Germany society at the time?
- ▶ Do the 18 points of the C.U.P. proclamation corroborate (agree) with what you learned in the previous activity? Can you think of any examples to support your answer?
- ▶ Look back to the three-page handout on the history of the Armenian Genocide. Choose five points in the Young Turk proclamation and explain whether they are supported or contradicted in the historical record.
- ▶ Based on what you've observed, make a general statement about law in a society that allows genocide to occur.

Jewish & Armenian Deportation Orders

Regards: Measures against Jews tonight.

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- a) Only such measures may be taken which do not jeopardize German life or property (for instance, burning of synagogues only if there is no danger of fires for the neighbourhoods).
- b) Business establishments and homes of Jews may be destroyed but not looted. The police have been instructed to supervise the execution of these directives and to arrest looters.
- c) In Business streets special care is to be taken that non-Jewish establishments will be safeguarded at all cost against damage.

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As soon as the events of this night permit the use of the designated officers, as many Jews, particularly wealthy ones, as the local jails will hold, are to be arrested in all districts. Initially only healthy male Jews, not too old, are to be arrested. After the arrests have been carried out the appropriate concentration camp is to be contacted immediately with a view to a quick transfer of the Jews to the camps....

MESSAGE FROM SS-GRUPENFÜHRER HEYDRICH TO ALL STATE POLICE MAIN OFFICES AND FIELD OFFICES, NOVEMBER 10 1938 (BEFORE KRISTALLNACHT, THE "NIGHT OF BROKEN GLASS," THE FIRST LARGE SCALE POGROM AGAINST THE JEWS).

Nazi Conspiracy and Aggression - Washington, U.S Govt. Print. Off., 1946, Vol. III, p. 545-547.

DOCUMENTS RELATING TO COMITÉ UNION AND
PROGRES ORGANIZATION IN THE ARMENIAN MASSACRES.

..... 00000.....

1. The 10 commandments of the COMITÉ UNION AND PROGRES.

- (1). Profiting by Arts: 3 and 4 of Comité Union and Progres, close all Armenian Societies, and arrest all who worked against Government at any time among them and send them into the provinces such as Bagdad or Mosul, and wipe them out either on the road or there.
- (2). Collect arms.
- (3). Excite Moslem opinion by suitable and special means, in places as Van, Erzeroum, Adana, where as a point of fact the Armenians have already won the hatred of the Moslems, provoke organised massacres as the Russians did at Baku.
- (4). Leave all executive to the people in the provinces such as Erzeroum, Van, Mumuret ul Aziz, and Bitlis, and use Military disciplinary forces (i.e. Gendarmerie) ostensibly to stop massacres, while on the contrary in places as Adana, Sivas, Broussa, Ismidt and Smyrna actively help the Moslems with military force.
- (5). Apply measures to exterminate all males under 50, priests and teachers, leave girls and children to be Islamized.
- (6). Carry away the families of all who succeed in escaping and apply measures to cut them off from all connection with their native place.
- (7). On the ground that Armenian officials may be spies, expel and drive them out absolutely from every Government department or post.
- (8). Kill off in an appropriate manner all Armenians in the Army - this to be left to the military to do.
- (9) All action to begin everywhere simultaneously, and thus leave no time for preparation of defensive measures.
- (10). Pay attention to the strictly confidential nature of these instructions, which may not go beyond two or three persons.

n.b. Above is verbatim translation - date December 1914 or January 1915.

Questions

An in-depth examination of the 10 commandments document can be downloaded below (from Genocide and Holocaust Studies, Vol. 13).

www.stickbyatlas.com/docs/resources/teaching-genocide/10-commandments.pdf

- ▶ Read through the communiqués regarding the commencement of Jewish and Armenian massacres. Highlight any passages that strike you as interesting or important.
- ▶ In 3-4 sentences, describe what happened to the Jews during *Kristallnacht*. You do not need to restrict yourself to the document above - think back to what you learned in previous lessons.
- ▶ The “10 Commandments” document outlines in fairly explicit terms what would happen to the Armenians in the Ottoman Empire. Find 3 similarities between this document, and the orders issued to the S.S. on the eve of *Kristallnacht*.
- ▶ The start of the Jewish Holocaust can be tied to *Kristallnacht*. What event can similarly mark the start of the Armenian genocide? Which of the “10 Commandments” do you think were carried out first? How do these compare to the Jewish experience?

Photographic Resources

John Elder and Armin T. Wegner were in the Ottoman Empire to witness the destruction of the Armenians. Both were photographers, and both managed to smuggle out some of the images they recorded between 1915 and 1918. Parts of their collections are available for viewing at the link below.

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

Have students explore these images and answer the following questions.

Be advised that some of the images are highly graphic. The instructor may want to screen the images, or put together his or her own collection for students to look through.

- ▶ How do you feel as you look through these images?
- ▶ Choose two images that made an impression on you.
- ▶ For each image:
 - explain what is happening in the scene,
 - describe why you chose it,
 - record how you reacted to the image, and
 - think of a question you would like to have answered about the photograph.
- ▶ Do these images bear any resemblance to the images you saw of the Holocaust?
- ▶ Identify three themes in the photographs. Why do you think the photographers chose to portray these themes in their pictures?

Video: “The Forgotten Genocide”



Click to download:

www.stickbyatlas.com/docs/resources/teaching-genocide/forgotten-genocide.mp4

Peter Jennings discusses the Armenian genocide in a five-minute segment on NBC. He draws several comparisons to other genocides, and touches on a number of issues. Caution students to be alert, and answer as many of these questions after viewing.

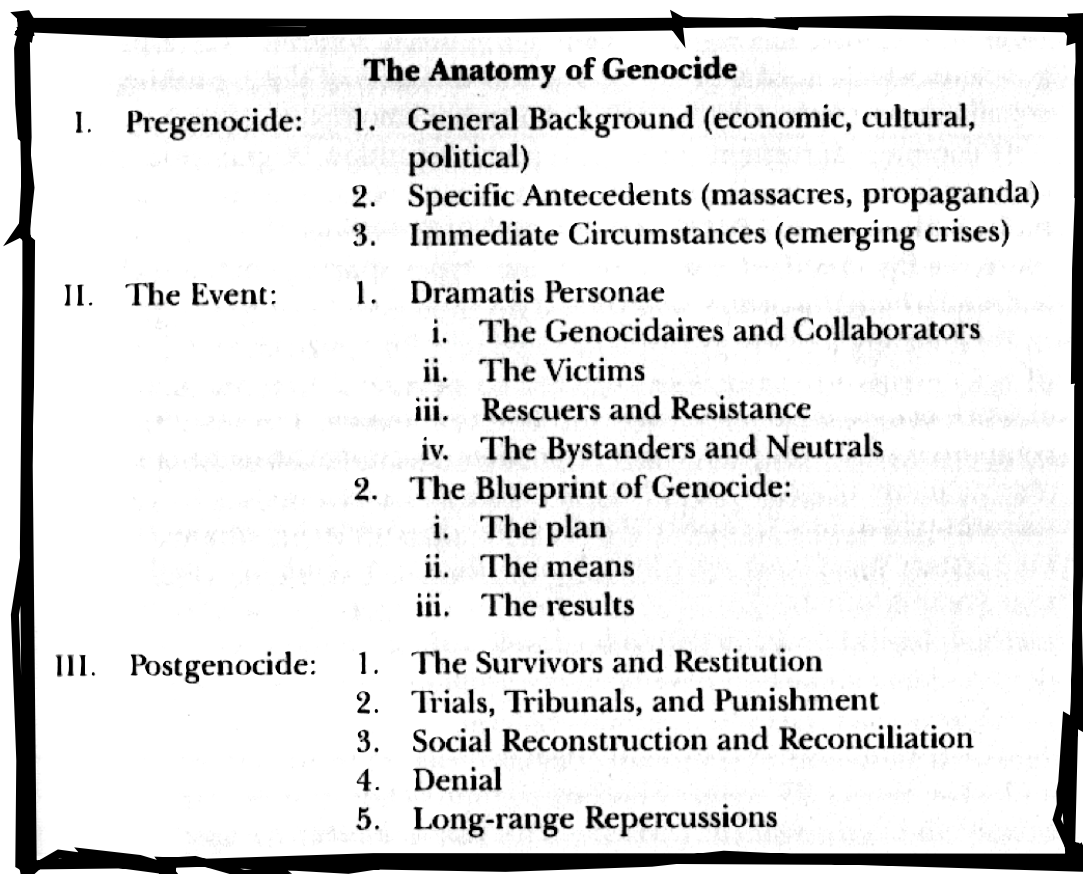
Questions

1. What two genocides are being compared in the first part of the clip?
2. Beginning in 1915, how was the Armenian population destroyed?
3. What else was occurring in the world in 1915?
4. Why was violence used against the Armenians?
5. What happened in 1908 that brought temporary hope to the Armenians?
6. What does “Pan Turkic” mean? Can you think of a similar concept tied to the Jewish Holocaust?
7. List two comparisons made between the Armenian Genocide and the Holocaust.
8. Who was Armin Wegner and what did he do in response to the Armenian Genocide and the Holocaust?
9. How many Armenians perished in the Armenian Genocide?
10. Where did the genocide occur?
11. What did Hitler say about the Armenian Genocide? What is Peter Jennings implying by ending the clip with the quote by Hitler?

www.stickbyatlas.com/docs/resources/teaching-genocide/handout-forgotten-genocide.pdf

Anatomy of Genocide

Henry Huttenbach has constructed an “anatomy” of genocide, that helps break down the analysis of an historic genocide into smaller, manageable components. We’re going to use this anatomy to compare the Armenian Genocide to the Jewish Holocaust.



Choose seven of the elements of genocide from this anatomy, and provide examples of these elements in both the Armenian Genocide and the Jewish Holocaust. Use the worksheet on the next page to organize your comparison.

Anatomy of Genocide
Worksheet

Name: _____

Element	Armenian Genocide	Jewish Holocaust

The Eight Stages of Genocide

Gregory Stanton identifies eight stages that build upon each other to result in genocide. He argues that every genocidal society goes through stages of **classification, symbolization, dehumanization, organization, polarization, preparation, extermination** and **denial**.

Read through the eight stages of genocide in the document below. Choose four of the stages that Stanton identifies, and find evidence for these stages in both the Armenian genocide and Jewish Holocaust. Record your evidence in the table provided on the next page.

Download "Eight Stages of Genocide" by clicking on the link below.

<http://www.stickbyatlas.com/docs/resources/teaching-genocide/8-stages.pdf>

The Eight Stages of Genocide
Worksheet

Name: _____

Stage	Armenian Genocide	Jewish Holocaust

Coming Full Circle: Hitler's quote

“Our strength consists in our speed and in our brutality. Genghis Khan led millions of women and children to slaughter - with premeditation and a happy heart. History sees in him solely the founder of a state. It's a matter of indifference to me what a weak western European civilization will say about me.

I have issued the command - and I'll have anybody who utters but one word of criticism executed by a firing squad - that our war aim does not consist in reaching certain lines, but in the physical destruction of the enemy. Accordingly I have placed my death-head formations in readiness - for the present only in the East - with orders to them to send to death mercilessly and without compassion, men, women, and children of Polish derivation and language. Only thus shall we gain the living space (Lebensraum) which we need. **Who, after all, speaks today of the annihilation of the Armenians?”**

Adolf Hitler August 22, 1939

Quoted from a speech delivered by Hitler to the Supreme Commanders and Commanding Generals, as the Nazis marched into Poland in 1939.

Questions

The above is a real quote from Adolph Hitler, on display at the genocide memorial in Washington, DC. It connects the Armenian Genocide to the Jewish Holocaust in a very real way, and should promote a lot of discussion among students.

- ▶ In one or two sentences, summarize what Hitler said on August 22, 1939.
- ▶ To whom was Hitler speaking?
- ▶ What do you suppose was the purpose of his speech?
- ▶ Find three phrases in the above quote that indicate genocidal intentions.
- ▶ In each case, explain the reasons for your choice.
- ▶ What did Hitler mean when he said: “Who, after all, speaks today of the annihilation of the Armenians?”
- ▶ What can this quote tell us about the importance of recognizing genocide and other crimes against humanity?