

## The Herero Case, 1905-1906 (Excerpt)

Please have your students read the following case study located on **pages 181-188**

Madley, Benjamin. Patterns of Frontier Genocide 1803–1910: the Aboriginal, Tasmanians, the Yuki of California, and the Herero of Namibia. *Journal of Genocide Research*. Volume 6(2). June 2004, 167–192. [LINK: https://gsp.yale.edu/sites/default/files/patterns\\_of\\_frontier\\_genocide.pdf](https://gsp.yale.edu/sites/default/files/patterns_of_frontier_genocide.pdf)

### Summative Assessment

1. What event marked the beginning of German colonization in Namibia?
  - a. Hoisting of the British flag in Namibia
  - b. Hoisting of the German flag in Namibia
  - c. Signing of a peace treaty between German settlers and indigenous people
  - d. Establishment of a trading post by German merchants
2. By 1903, approximately how many Germans were living in the Namibian colony?
  - a. 467
  - b. 1,674
  - c. 4,674
  - d. 7,674
3. What economic activity was central to the Herero way of life?
  - a. Agriculture
  - b. Mining
  - c. Cattle ranching
  - d. Fishing
4. What was the primary source of conflict over land in German South West Africa?
  - a. Access to minerals
  - b. Agricultural practices
  - c. Grazing pasture for cattle
  - d. Access to water sources
5. What was the main economic goal of German South West Africa, according to Governor Leutwein?
  - a. Developing a textile industry
  - b. Establishing mining operations
  - c. Creating a thriving agricultural sector
  - d. Developing a cattle-raising country
6. What was a major cause of conflict between the Herero and European traders?
  - a. Unfair trade practices
  - b. Political oppression

- c. Religious differences
  - d. Cultural misunderstandings
7. What were the primary political grievances of the Herero people?
- a. Mistreatment of women, physical abuse, and legal inequality
  - b. Lack of access to education and healthcare
  - c. Forced relocation and land confiscation
  - d. Religious persecution and cultural assimilation
8. Who was responsible for issuing the Extermination Order against the Herero people?
- a. Reverend Kuhlman
  - b. General Lothar von Trotha
  - c. Governor Leutwein
  - d. Commissioner Paul Rohrbach
9. What was the outcome of the battle of the Waterberg?
- a. Total annihilation of the Herero nation
  - b. German retreat due to overwhelming Herero resistance
  - c. Herero surrender and peaceful resolution
  - d. Herero victory over German forces
10. How did the German administration justify the high mortality rates in forced labor camps?
- a. Lack of resources and infrastructure
  - b. Overpopulation and disease
  - c. Inadequate medical facilities
  - d. Intentional policy to destroy rebellious tribes

Key:

- 1. B
- 2. C
- 3. C
- 4. C
- 5. D
- 6. A
- 7. A
- 8. B
- 9. C
- 10. D

**Notice on use of A.I. - the following prompt was used in support of the creation of the following supplementary material.**

“Please help in preparing a ten question multiple choice quiz on the following excerpt” *prompt*. ChatGPT, 13 March. version, OpenAI, 11 March. 2024, [chat.openai.com/chat](http://chat.openai.com/chat)

*This document was created by Dr. Jennifer Bratyanski of Providence Day School as part of the 2023-2024 UNC World View Global Fellows Program. For more information about the program, please visit <http://worldview.unc.edu/>.*

# Ten Stages of Genocide Handout

[Adapted from https://genocideeducation.org/wp-content/uploads/2016/03/ten\\_stages\\_of\\_genocide.pdf](https://genocideeducation.org/wp-content/uploads/2016/03/ten_stages_of_genocide.pdf)

[Ten Stages of Genocide; Genocide Watch](#)

***Herero and Namaqua (Namibia) / Date(s):*** \_\_\_\_\_

**1. CLASSIFICATION:**

All cultures have categories to distinguish people into "us and them" by ethnicity, race, religion, or nationality: German and Jew, Hutu and Tutsi. If societies are too segregated (divided) they are most likely to have genocide.

<b>CLASSIFICATION:</b> What specific examples can you provide for the following groups.

**2. SYMBOLIZATION:**

We give names or other symbols to the classifications of ethnicity, race, religion, or nationality. Classification and symbolization are universally human and do not necessarily result in genocide unless they lead to the stage of dehumanization. When combined with hatred, symbols may be forced upon unwilling members of minority groups...

<b>SYMBOLIZATION:</b> What specific examples can you provide for the following groups?

**3. DISCRIMINATION:**

A dominant group uses law, custom, and political power to deny the rights of other groups. The powerless group may not be given full civil rights or even citizenship.....

<b>DISCRIMINATION:</b> What specific examples can you provide for the following groups.

**4. DEHUMANIZATION:**

Dehumanization is when one group treats another group as second-class citizens. Members of a persecuted group may be compared with animals, parasites, insects or diseases. When a group of people is thought of as “less than human” it is easier for the group in control to murder them.

<b>DEHUMANIZATION:</b> What specific examples can you provide for the following groups.

**5. ORGANIZATION:**

Genocide is always organized, usually by the state, though sometimes informally or by terrorist groups. Special army units or militias are often trained and armed. Plans are made for genocidal killings.

<b>ORGANIZATION:</b> What specific examples can you provide for the following groups.

**6. POLARIZATION:**

Extremists drive the groups apart. Hate groups broadcast propaganda that reinforces prejudice and hate. Laws may forbid intermarriage or social interaction between the groups. Extremist terrorism targets moderates, and intimidates them so that they are silent. Moderate leaders are those best able to prevent genocide and they are often the first to be assassinated.

<b>POLARIZATION:</b> What specific examples can you provide for the following groups.

**7. PREPARATION:**

National or perpetrator group leaders plan the elimination of a targeted group...They often use euphemisms to cloak their intentions, such as referring to their goals as “ethnic cleansing,” “purification,” or “counter-terrorism.” They build armies, buy weapons and train their troops and militias. They indoctrinate the populace with fear of the victim group. Leaders often claim, “If we don’t kill them, they will kill us...”

<b>PREPARATION:</b> What specific examples can you provide for the following groups.

**8. PERSECUTION:**

Victims are identified and separated out because of their ethnic or religious identity. Death lists are drawn up. In state sponsored genocide, members of victim groups may be forced to wear identifying symbols. Their property is often confiscated. Sometimes they are even segregated into ghettos, deported into concentration camps, or confined to a famine-struck region and starved. Genocidal massacres begin. They are acts of genocide because they intentionally destroy part of a group....

<b>PERSECUTION:</b> What specific examples can you provide for the following groups.

**9. EXTERMINATION:**

Extermination begins, and quickly becomes the mass killing legally called "genocide." It is "extermination" to the killers because they do not believe their victims to be fully human (see dehumanization). When it is sponsored by the government, the armed forces often work with private armies to do the killing...

<b>EXTERMINATION:</b> What specific examples can you provide for the following groups.

**10. DENIAL:**

Denial is the tenth stage that always follows genocide. It is among the surest indicators of further genocidal massacres. The perpetrators of genocide dig up the mass graves, burn the bodies, try to cover up the evidence and intimidate the witnesses. They deny that they committed any crimes, and often blame what happened on the victims. They block investigations of the crimes, and continue to govern until driven from power by force, when they flee into exile.

<b>DENIAL:</b> What specific examples can you provide for the following groups.

## Rubric - Herero

### Criteria for Evaluation

1. Understanding: Demonstrates a clear understanding of each genocide stage.
2. Application: Accurately applies the stage to specific historical events of the assigned indigenous people.
3. Analysis: Analyzes the impact and implications of each stage within the context.
4. Clarity and Detail: Provides clear, detailed, and coherent descriptions.

### Scoring Levels (Example)

- 3- Excellent: Exceeds expectations in understanding, application, analysis, and detail.
- 2 - Good: Meets expectations with minor gaps in application or detail.
- 1 - Satisfactory: Meets basic expectations with some inaccuracies or vague descriptions.
- .5 - Needs Improvement: Shows minimal understanding and application with significant inaccuracies or has unclear explanations.
- 0 - Inadequate: Does not address the stage or is completely inaccurate.

Stages of Genocide	Understanding (0-3 Points)	Application (0-3 Points)	Analysis (0-3 Points)	Clarity and Detail (0-3 Points)	Total Points
Classification	Demonstrates thorough understanding of "us vs. them" dynamics.	Identifies how German settlers were clearly distinguishing themselves as superior to the Herero	Discusses the impact of classification on subsequent actions against the Herero.	Descriptions are clear and detailed.	
Symbolization	Understands the use of symbols or language to enforce differences.	Demonstrates how the Germans were identifying the Herero by their distinct cultural practices, language, and their significant relationship with cattle.	Analyzes how symbolization contributed to further stages.	Detailed account using hypothetical or known historical symbols.	
Discrimination	Understands legal and social mechanisms of exclusion.	Discusses the German policies that systemically marginalize the Herero.	Analyzes the role of these laws in facilitating further stages of genocide.	Clearly details the laws and their applications.	
Dehumanization	Explains the reduction of a group to a subhuman status.	Identifies the rhetoric used by Germans that justify their mistreatment of Herero.	Explores how dehumanization made violent actions more acceptable to perpetrators.	Provides clear examples and explanations.	
Organization	Understands organized planning of genocidal acts.	Includes how General Lothar von Trotha's campaign to crush rebellion	Analyzes how organization escalated the genocide process	Details are specific to organized groups or efforts.	
Polarization	Explains how groups are driven further apart.	Identifies how the German colonial administration and media portrayed the Herero uprising as a threat to German national honor and security.	Discusses how polarization increased violence or justified actions against the Herero	Clearly details specific events or policies.	
Preparation	Understands preparation for genocide.	Provides background on the German military planning and logistics for a campaign aimed at total annihilation.	Analyzes how these preparations facilitated genocide.	Detailed descriptions of preparatory actions.	
Persecution	Identifies targeted attacks on the group	Demonstrates knowledge of the campaign of destruction.	Discusses the impact of persecution on the survival of the Herero	Clearly describes persecution incidents.	
Extermination	Understands acts aimed at mass elimination.	Includes details of The battle of Waterberg and the issuance of the Extermination Order, and the massacres at places like Shark Island	Analyzes how this stage was a culmination of earlier stages.	Detailed account of extermination acts.	
Denial	Recognizes denial of committed genocides.	Provides information on the German colonial government downplaying the events as military actions rather genocide	Analyzes the ongoing impact of denial on recognition and reparations.	Clear and detailed description of denial acts.	
				<b>Total Points:</b>	

Rubric creation supported by the use of Chat GBT using the following prompt "Can you create a rubric for a student being assessed on how they are able to apply the Ten Stages of Genocide for the following prompt:"

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# Ten Stages of Genocide - COMPLETE Chart

*Adapted from [https://genocideducation.org/wp-content/uploads/2016/03/ten\\_stages\\_of\\_genocide.pdf](https://genocideducation.org/wp-content/uploads/2016/03/ten_stages_of_genocide.pdf)*

## Ten Stages of Genocide; Genocide Watch

### 1. CLASSIFICATION:

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<b>CLASSIFICATION:</b> What specific examples can you provide for the following groups.				
<b>Yuki (California)</b>	<b>Palawa (Tasmania)</b>	<b>Guarani-Kaiowa (Brazil)</b>	<b>Herero and Namaqua (Namibia)</b>	<b>Uyghurs (China)</b>

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