



**MERCER**  
COUNTY COMMUNITY COLLEGE

## COURSE OUTLINE

Course Number	Course Title	Credits
<b>HIS 215</b>	<b>Holocaust and Other Genocides</b>	<b>3</b>
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
<b>3</b>	<b>ENG 101</b>	<b>Fall 2022</b>

### Catalog description:

Specific topics include anti-Semitism in Europe, Nazism, the Final Solution, Armenian genocide, Cambodia, and Latin American and African genocides. Using primary source texts, testimonies, films, and other resources to understand events and responses. Particular attention will be given to such universal themes as prejudice, racism, evil, and moral responsibility in an effort to raise historical awareness, individual consciousness, and promote civic responsibility.

### General Education Category:

Goal 8: Diversity and Global Perspective

### Course coordinator:

Dr. Craig R. Coenen, x3533, coenenc@mccc.edu

### Required texts & Other materials:

Cox, John, **To Kill A People: Genocide in the 20<sup>th</sup> Century**, Oxford, 2017.

Naimark, Norman M., **Genocide: A World History**, Oxford, 2017.

Dawidowicz, Lucy, **The War Against the Jews, 1933-1945**, Bantam, 1975.

Yahil, Leni, **The Holocaust: The Fate of European Jewry**, Oxford University Press, 1990.

Bergen, D.L., **A Concise History of the Holocaust**, Rowan and Littlefield, 2003.

Gourevitch, Philip, **We Wish to Inform You That Tomorrow We Will Be Killed with Our Families: Stories from Rwanda**, Straus, 2002.

Rubenstein, Richard, **The Cunning of History**, Harper Collins Publishers, New York, 1978.

Wiesel, Elie **Night**, Bantam, 1960.

Ringelblum, Emmanuel, **Notes from the Warsaw Ghetto**, Schocken Books, 1958.

DesPres, Terrence, **The Survivor: An Anatomy of Life in the Death Camps**, Oxford University Press, 1976.

Dwork, Deborah, **Children With a Star: Jewish Youth in Nazi Europe**, Yale University Press, 1991.

Steiner, Jean-Francois, **Treblinka**, Meridian, 1979.

Goldhagen, Daniel Jonah, **Hitler's Willing Executioners: Ordinary Germans and the Holocaust**, Vintage, 1997.

Lookstein, Haskel, **Were We Our Brothers' Keepers?: The American Response to the Holocaust, 1938-1944**, Vintage, 1985.

Segev, Tom, **The Seventh Million: the Israelis and the Holocaust**, Hill and Wang, 1993.

Nyiszli, Miklos, **Auschwitz**, Fawcett, 1960.

Bonhoeffer, Emmi, **Auschwitz Trials**, Chime Paperbacks, 1967.

Kogon, Eugen, **The Theory and Practice of Hell**, Berkley Books, 1950.

Totten, Samuel, ed. **Century of Genocide: Critical Essays and Eyewitness Accounts**, Routledge, 2004.

## Complementary Consulting Texts and Websites

Harran, Marilyn, et al., eds, **The Holocaust Chronicle: A History in Pictures and Words**, Publications International, 2000.

Adelson, Alan, et al., eds, **Lodz Ghetto: Inside a Community Under Siege**, Viking, 1989.

**Facing History and Ourselves**, Resource Book, National Foundation Publication Brookline, Massachusetts, 2004

Rosenbaum, Ron, **Explaining Hitler: The Search For the Origins of His Evil**, Random House, New York, 1999

N.J. Commission on Holocaust Education, **The Holocaust and Genocide: The Betrayal of Humanity**, NJ Commission on Holocaust Education, Trenton, N.J., 2002.  
House, New York, 1999.

**Holocaust and Genocide Studies**, Oxford University Press, 1987-

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

<http://www.ushmm.org>

<http://www.facing.org>

<http://www.gofer.com/top/423935375.shtml>

<http://www.splcenter.org>

<http://publiceye.org/hate/hate99ASA-10.html>

NJ Commission on Holocaust Education

US Holocaust Memorial Museum

Facing History and Ourselves, National  
Foundation

Hate Crimes

Southern Poverty Law Center

American Sociological Association

## Course Student Learning Outcomes (SLO):

*Upon successful completion of this course the student will be able to:*

1. to read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
2. to use information technologies in acquiring new knowledge and perspective. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
3. to construct an historical essay that presents a clear thesis, a persuasive argument, and well-researched supporting data. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
4. to identify major personalities of Modern World History. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
5. to describe major movements, trends, and developments of Modern World History. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
6. to discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual and aesthetic thought, etc.) behind the major movements, trends, and developments of Modern World History. (ILG 1, 5, 6, 7, 8, 9, 10, 11)
7. to analyze other time periods and cultures with little or no ethnocentrism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature. (ILG 1, 5, 6, 7, 8, 9, 10, 11)

## Course-specific Institutional Learning Goals (ILG):

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Institutional Learning Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Institutional Learning Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 10. Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

## Units of study in detail – Unit Student Learning Outcomes:

The units of study listed below do not correspond to chapters in a textbook. Rather, the broad units, and the student learning outcomes associated with each unit, are universal for Mercer's United States history survey courses.

## **Introduction to the course and the World just before the twentieth century (SLO 1-7)**

Learning Objectives: *The student will be able to*

- Understand all course assignments.
- Describe the cause, course, and effects of European (Western) ascendancy in the nineteenth century and the impact of Imperialism on the World at 1900.

### **1. Genocide and its place and meaning in the modern world (SLO 1-7)**

Learning Objectives: *The student will be able to*

- \* Demonstrate an understanding of the periodization and chronology of the course.
- \* Identify primary vs. secondary sources and discuss the uses and limitations of each.
- \* Explain the historical meaning and characteristics of modern genocide.
- \* Understand that genocide is not solely an historic term connoting one specific group of people against another but lives in our world and has the potential develop anytime, anywhere given the “right” circumstances.

### **2. The nineteenth century foundations of modern racism, anti-Semitism, and hate (SLO 1-7)**

Learning Objectives: *The student will be able to*

- \* Critically assess the impact of the Enlightenment in easing ethnic tensions and religious intolerance in Europe.
- \* Reveal the ideas and actions tied to Industrialism, Imperialism, and Nationalism that rekindled racism and anti-Semitism in the nineteenth century.
- \* Define a pogrom and examine how and why state-sponsored violence against particular groups of people was instituted in Europe in the nineteenth century.
- \* Explain how modern science was used to reinforce and develop “proof” that certain peoples were inferior to others.
- \* Analyze the Dreyfuss affair as a case study in modern anti-Semitism.
- \* Assess figures such as Wagner and Nietzsche and their thoughts and words as a groundwork for modern hate.

### **3. The Great War and the Armenian Genocide (SLO 1-7)**

Learning Objectives: *The student will be able to*

- \* Appraise the nationalist desires of the Armenians in the political and social context of the late Ottoman Empire.
- \* Define the state-sponsored activities to persecute and eliminate the Armenian peoples in the Ottoman Empire.
- \* Describe the experiences of Armenians who were “deported” and “relocated” and those who lived and died in the concentration camps.
- \* Analyze the impact of the military trials after World War I that sought to bring the perpetrators of the Armenian genocide to justice.
- \* Scrutinize the positions taken on this horrific historic incident by the Turkish government and intellectuals since the conclusion of the Armenian genocide.

### **4. The Rise of Fascism and Nazism in Europe (SLO 1-7)**

Learning Objectives: *The student will be able to*

- \* Explain anti-Semitism in modern Germany.
- \* Describe the impact of events and actions that made the peoples of Europe open to racist and extreme right-wing ideologies in the 1920s and 1930s.
- \* Assess the impact of Hitler’s childhood and early life in Vienna in shaping his anti-Semitic views.
- \* Reveal the origins of fascism and define the ideology.
- \* Compare and contrast fascist ideology with that of Nazism.

- \* Analyze the impact of violence, rhetoric, and propaganda in cultivating anti-Semitism.

## **5. The Road to War and Genocide: Germany in the 1930s (SLO 1-7)**

Learning Objectives: *The student will be able to*

- \* Describe the anti-Jewish legislation enacted in Nazi Germany from 1933 through the Nuremberg Laws.
- \* Explain the impact of anti-Jewish legislation on the lives of Jews in Germany during the 1930s.
- \* Reveal the importance of the SS and propaganda minister Joseph Goebbels in carrying out and instilling anti-Semitism in Nazi Germany.
- \* Analyze the reactions of average Germans to anti-Jewish legislation and propaganda.
- \* Understand the reasons for and impact of Kristallnacht.
- \* Assess the international responses to German policies toward Jews.
- \* Appreciate the plight of those in German concentration camps during the 1930s.

## **6. From Persecution to the Ghettos (SLO 1-7)**

Learning Objectives: *The student will be able to*

- \* Describe the impact of the early stages of World War II on expanding the scope of persecution.
- \* Explain the reasoning for the creation of ghettos.
- \* Evaluate the process of moving from Kehilla to Judenrat in the Jewish Ghettos of occupied Europe.
- \* Discuss daily and religious life in the ghettos.
- \* Describe the relationship of Jews with the non-German, non-Jewish communities in occupied Europe.
- \* Assess the controversial role of the Judenrat in the Ghettos.

## **7. The Final Solution and Life in the Death Camps (SLO 1-7)**

Learning Objectives: *The student will be able to*

- \* Assess the varying ideas coming out of the Wannsee conference and the “reasoning” to institute the Final Solution.
- \* Describe the process of becoming a prisoner and living and dying in the death camps.
- \* Assess the controversial role of the Sonderkommando in the death camps.
- \* Discuss the strategies for survival.
- \* Compare and contrast life in the camps with that in the ghettos.
- \* Analyze the impact of irrationally operating the death camps on the German ability to make and sustain war.

## **8. Resistance and the will to survive the Holocaust (SLO 1-7)**

Learning Objectives: *The student will be able to*

- \* Analyze the successes and failures of ghetto uprisings.
- \* Examine the life of Anne Frank and her family.
- \* Assess ways in which religious and social gatherings added to the quality of life in the midst of genocide.
- \* Explain the efforts taken to fight back in the extermination camps.
- \* Assess the multiple meanings of surviving.

## **9. Survivors, survivor guilt, and the need to remember (SLO 1-7)**

Learning Objectives: *The student will be able to*

- \* Describe importance of surviving as a collective, not individual, experience.
- \* Understand why it is so important to hear and chronicle the stories of those who survived the Holocaust.

- \* Address the reasons for the persistence of anti-Semites and other racists to deny that the Holocaust occurred and to combat that wrong-headed notion with the truth.
- \* Analyze the psychological impact surviving has held for those who endured the Holocaust.
- \* Assess the Holocaust's impact of forging and influencing the policies of modern Israel.

### **10. Bringing the guilty to justice: Nazi Hunting (SLO 1-7)**

Learning Objectives: *The student will be able to*

- \* Discuss the reasons why so many people aided perpetrators of the Holocaust as they fled justice.
- \* Assess the degree of guilt for individual perpetrators of the Holocaust.
- \* Describe the efforts taken by so much of the world community to bring war criminals to justice.
- \* Explain the psychological need to face those who carried out atrocities during the Holocaust and see them punished for their crimes against humanity
- \* Analyze the proceedings and impact of the Nuremberg Trials and other war crimes trials.
- \* Recount the efforts and actions of Simon Wiesenthal.
- \* Critically evaluate the actions taken by the United States and Soviet Union to protect Nazis who were helpful in their efforts to fight the Cold War.

### **11. Dominoes and the Khmer Rouge (SLO 1-7)**

Learning Objectives: *The student will be able to*

- \* Discuss the United States' role in destabilizing and undermining Prince Sihanouk's government.
- \* Reveal the course of the civil war in Cambodia between General Lon Nol's regime and the Khmer Rouge.
- \* Evaluate the political, economic, and social ideology of Pol Pot and the Khmer Rouge.
- \* Analyze the effects of making the entire nation of Cambodia a "re-education" labor camp.
- \* Assess the Killing Fields.
- \* Understand Vietnam's impact on ending genocide in Cambodia.
- \* Explain why no members of the Khmer Rouge have been tried for war crimes.
- \* Describe the impact of the Khmer Rouge and the Killing Field on Cambodians since the late 1970s.

### **12. Ethnic Cleansing and genocide in Yugoslavia (SLO 1-7)**

Learning Objectives: *The student will be able to*

- \* Discuss the background of ethnic and religious conflict in Yugoslavia.
- \* Describe the problems associated with the disintegration of Yugoslavia and how this exploded into nationalist conflict and genocide.
- \* Analyze the scope and details of the genocide in the region.
- \* Assess international response to the genocide in Yugoslavia.
- \* Explain the war crimes trials and their historical importance.

### **13. Rwanda: the undiscovered genocide (SLO 1-7)**

Learning Objectives: *The student will be able to*

- \* Discuss the impact of Belgian colonial rule on intensifying Hutu-Tutsi ethnic tensions.
- \* Describe how the internal politics of independent, Hutu-dominated Rwanda before the Civil War of the 1990s.
- \* Evaluate the agenda and actions of the Rwanda Patriotic Front, especially the controversial bombings of Kigali and the assassination of President Juvenal Habyarimana.
- \* Address the plight of the Tutsis and moderate Hutus who were systematically raped and murder in 1994.
- \* Assess the aftermath of the genocide in Rwanda and how people deal with that time in the nation ever since.

- \* Analyze why the World refused to do anything to alleviate the suffering in Rwanda and its response since 1994.

#### **14. Darfur, Sudan: genocide the World denies (SLO 1-7)**

Learning Objectives: *The student will be able to*

- \* Discuss the origins of the crisis between the Janjaweed militia and the non-Arab peoples of the Darfur region of Sudan.
- \* Assess the actions and scope of the crisis in Darfur and relate it to larger problems in the region and the fear that the genocide might spread beyond Darfur and the Sudan.
- \* Evaluate the ancillary suffering, such as starvation, war, and a fractured economy, caused by the genocide in Darfur.
- \* Analyze why the United Nations calls the conflict in the Sudan a “humanitarian crisis” and not genocide despite the government-sponsored displacement of nearly 2 million people and the murder of 180,000 human beings.

#### **15. Lessons learned and not learned from our past: the legacy of hate (SLO 1-7)**

Learning Objectives: *The student will be able to*

- \* Discuss the reasons behind the continuing fascination with far-right ideologies and the culture of hate.
- \* Analyze the varied efforts on behalf of world nations to thwart genocide.
- \* Evaluate the successes and failures of the Geneva Convention in the modern world.
- \* Postulate strategies to thwart future genocides by removing the framework for such actions to fester.
- \* Assess how far we have come and have still to go to eliminate genocide from the human experience.
- \* Understand the historic and ongoing struggle of good and evil in this world and their civic responsibility to purge racism, prejudice, and inequality.

#### **Evaluation of student learning:**

**Examinations and Required Work.** Describe general guidelines for course work, assignments, tests. Explain how assignments (quizzes, tests, essays, projects, portfolios, practicums, etc.) are designed to evaluate the course objectives.

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course should be designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors should emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

History courses must, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

##### **Reading Assignments**

- ♦ Textbook as well as primary documents should be clearly assigned to the students

##### **Exams & Quizzes**

- ♦ At least two (2), one-hour exams
- ♦ A Final Exam

- ♦ Exams must include an essay component.

**Writing Assignments** (to assess discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives—written or verbal or both—that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).

- ♦ At least two (2), but preferably three (3), writing assignments
- ♦ At least one (1) essay should concentrate on the primary documents
- ♦ At least one (1) one assignment should incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project
- ♦ Length of the essays may be determined by the instructor; short (e.g., two-page) essays are acceptable

Course content related assessments should comprise at least 50% of graded assignments.